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ABSTRACT

In 1991, the Future Teachers Institute designed a Teacher Assistant Associate in Arts degree program with a bilingual option and a career ladder providing various options for teacher assistants and instructional aides. Together with representatives from the Los Angeles Unified School District and California State University, Northridge, Los Angeles Mission College (LAMC) compiled findings from the research and operation of the program into this manual to facilitate program replication by other institutions. The first section of the manual includes a description of its format, the goal of the institute, and a delineation of the project's objectives. The next six sections comprise a "how-to" manual outlining the steps to be taken by each community college, school district, and university participating in the project. The next sections provide details regarding the outcomes of the project, including a summary evaluation, conclusions, long-range plans, and recommendations. Appendixes contain documentation of the entire project, including agendas, minutes, articulation agreements, an outline of the associate degree curriculum, a career ladder, committees involved in the project, a chart correlating curriculum needs with courses offered, explanations of courses and workshops, related documents, evaluation data, and surveys. (JMC)

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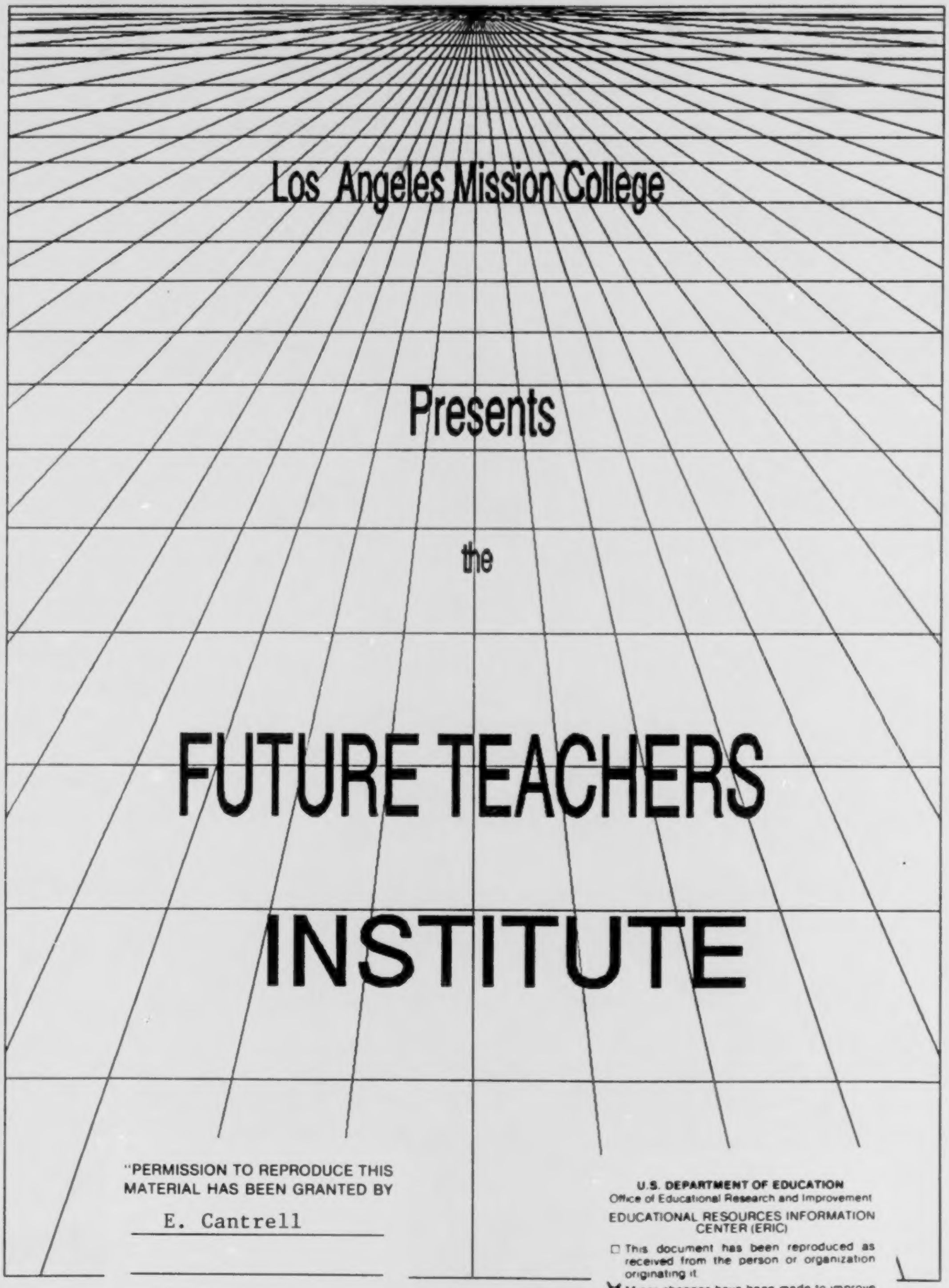

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FUTURE TEACHERS INSTITUTE

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Future Teachers Institute

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- Shirley Swanson, Director - Academic Advisement

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Future Teachers Institute Advisory Committee

For a complete list of members of the advisory committee and the specialty area that they represent see the appendix, entitled "Committees" under the subsection "Advisory Committee".

TABLE OF CONTENTS

Introduction 1
  Executive Summary 2
  Format of this Manual 3
  Introductory Remarks 7
  Statement of Problem 8
  Goal 9
  Objectives 10
  Organizational Structure 11

"How To" Manual 12
  Initiation of Project 13
  Community College Leadership Team 16
  K-12 School District Leadership Team 19
  University Leadership Team 21
  Cohort Groups 23
  Timeline 27

Results 29
  Evaluation 30
  Conclusions 35
  Long Range Plans 39
  Recommendations 41

Appendices 48
  Agenda/Minutes/Letters/Handouts . . . . . A
    Advisory Committee
    Cohort Groups - Participant Meetings
    Community College Internal Team Meetings
    K-12 Unified School District Team
    University Team Meetings
  Articulation Agreements . . . . . B
  Associate in Arts Degree C
  Career Ladder . . . . . D
  Committees . . . . . E
    Advisory
    Community College Leadership Team
    K-12 Unified School District Leadership Team
    University Leadership Team
  Correlation Chart . . . . . F

Courses/Workshops . . . . G
    Course Outline - "Spanish Reading Through Language Arts"
    Workshops
    Proposed Workshops
Documents . . . . H
    Los Angeles Unified School District
    Bilingual Differential and Testing
    Degree/Non Degree Track
    District Intern Program
    Job Descriptions
    Teacher Salary Schedule

    California State University Northridge
    National Teachers Exam - Passing
    Standards of Quality - Waiver Program
    Single/Multiple Subjects Waiver Program
    Child Development - CSULA and CSUN
    Credential Programs
Evaluation Data I
Surveys . . . . J

Introduction

- Executive Summary
- Format of Manual
- Introductory Remarks
- Statement of Problem
- Goal
- Objectives
- Organizational Structure

EXECUTIVE SUMMARY

Senate Bill 156/89 provided funding to create a Teacher Assistant Associate in Arts Degree with an articulated transfer sequence to the University. The intent of the bill was to develop a career ladder which provided for the attainment of short-term goals leading to a teaching credential.

Los Angeles Mission College was awarded a planning grant and established the **Future Teachers Institute**. Collaborative relationships were formed between Los Angeles Unified School District, California State University Northridge, and Los Angeles Mission College. The major components of the grant project were: to establish a Teacher Assistant Associate in Arts Degree with a bilingual option and a complete career ladder; to identify and recruit teacher assistants for the pilot program; to create classes and/or workshops to meet training needs of teacher assistants employed by the Los Angeles Unified School District; and to formulate articulation agreements between the Community College and the University.

Los Angeles Mission College developed a Teacher Assistant Associate in Arts Degree with a bilingual option. A complete career ladder, starting with a Certificate Program, leading to a Teacher Assistant Associate in Arts Degree and a transfer sequence to the University was developed.

Los Angeles Unified School District (Regions E and F) identified teacher assistants who indicated an interest in pursuing a teaching credential. They were recruited and enrolled in three cohort groups of the **Future Teachers Institute** at Los Angeles Mission College.

It was determined through a correlation of curriculum needs of the Los Angeles Unified School District and a review of existing course objectives of Los Angeles Mission College that adequate training was lacking in the area of practical job skills needed by teacher assistants to assist in Spanish reading techniques. An experimental class entitled, "Spanish Reading Through Language Arts," was formed to meet this most urgent need. The class proved to be in great demand and was well received by the participants who acknowledged the need for this particular training. Workshops were also developed to inform participants about current issues and job related subjects.

Articulation agreements with California State University Northridge were developed for the transfer sequence to a Liberal Studies Major or a Child Development Major. Future work in this area would be to develop articulation agreements for the Single Subject Majors leading to the Single Subject Teaching Credential Waiver Program.

Evaluation data from teacher assistants, Los Angeles Unified School District, and California State University Northridge indicated that the project was immensely successful in meeting the grant objectives.

FORMAT OF THIS MANUAL

Categories

This manual is divided into four major categories:

Category 1	Introduction
Category 2	Step-by-Step "How to" Manual
Category 3	Results
Category 4	Appendices

The first three categories (Introduction, How-to Manual, and Results) are consecutively numbered in the "Table of Contents;" but category four (Appendices) is referenced by letters. The comprehensive Table of Contents should facilitate finding specific documents contained in this manual.

Subdivisions of the Major Categories

Category 1 - Introduction

The seven subdivisions in the Introduction give the overall direction of the project.

The first subdivision is an executive summary.

The second subdivision is the format of the manual.

The third subdivision is an introductory statement.

The fourth subdivision is a statement of the initial problem proposed in the grant.

The fifth subdivision is the goal of the **Future Teachers Institute.**

The sixth subdivision is a delineation of the project's objectives.

The seventh subdivision is a graphic representation of the organization of the grant project.

Category 2 - "How to" Manual

The six subdivisions in the "How To" Manual outline the steps to be taken by each institution. Because it is organized by areas of responsibility rather than chronologically, a project timeline is included for a chronological overview of events.

The first subdivision, entitled "Initiation of the Project," explains the steps the Project Director must take to introduce this program.

The second subdivision, entitled "Community College Leadership Team," explains the steps that must be taken at the Community College level.

The third subdivision, entitled "K-12 Unified School District Leadership Team," explains the steps that must be taken at the K-12 School District level.

The fourth subdivision, entitled "University Leadership Team," explains the steps that must be taken at the University level.

The fifth subdivision, entitled "Cohort Groups," explains the steps that must be taken regarding all aspects relating to the participants in the cohort groups.

The sixth subdivision is a proposed timeline of events.

Category 3 - Results

The four subdivisions in the "Results" category give details of the outcomes of this project.

The first subdivision, entitled "Evaluation," is a summary of the effectiveness of the project as evaluated by the participants, advisory committee and team members.

The second subdivision, entitled "Conclusions," explains the results of the grant project as referenced to the original grant objectives.

The third subdivision, entitled "Long-Range Plans," defines the future objectives of this project.

The fourth subdivision, entitled "Recommendations," explains the compiled recommendations from the suggestions of the participants of Los Angeles Unified School District, Los Angeles Mission College, California State University Northridge, and the **Future Teachers Institute** Advisory Committee.

Category 4 - Appendices

The Appendixes give a thorough documentation of the entire project.

Appendix A, entitled "Agendas and Minutes," is a record of the letters of invitation, agendas, minutes, necessary documents and follow up letters of each meeting held with the participating institutions. This section is organized by the following divisions of meetings: Los Angeles Community College, Los Angeles Unified School District, California State University Northridge, Participants of Cohort Groups, and Advisory Committee Meetings. Within each division the meetings are chronologically arranged with the documents pertaining to each meeting grouped together for easy reference to all documents needed for that meeting.

Appendix B, entitled "Articulation Agreements," shows the documents of articulation.

Appendix C, entitled "Associate in Arts Degree - Teacher Assistant," shows the approved version of the Teacher Assistant Associate in Arts Degree with options.

Appendix D, entitled "Career Ladder," shows the sequence of events for a particular career objective.

Appendix E, entitled "Committees," lists the names of individuals who served on each committee along with their title or position.

Appendix F, entitled "Correlation Chart," lists the curriculum needs as established by the Los Angeles School District and identifies the courses at Los Angeles Mission College that address those needs.

Appendix G, entitled "Courses and Workshops," explains the courses or workshops that were developed to meet the needs of the participants of the project. The fliers used to announce the workshops are included.

Appendix H, entitled "Documents," are documents from the Los Angeles Unified School District pertaining to teacher assistants. The following documents are included: job descriptions for education aide, teacher assistant, bilingual paraprofessional; a teacher "Salary Tables and Rates schedule"; "Bilingual Proficiency Tests for Teacher Assistants Basic Bilingual Differential"; the pay scale for the "Degree/Non Degree Track"; and the "Los Angeles Unified School District Intern Program." Also included are documents from California State University Northridge regarding the Single Subject Waiver Programs; a Child Development Waiver program at California State University, Los Angeles; a Multiple Subjects Waiver Program for Liberal Studies; and Credential Preparation Programs.

Appendix I, entitled "Evaluation Data," includes letters and articles of support, evaluation documents and results.

Appendix J, entitled "Surveys," compiles the data from surveys that were distributed to participants and gives samples of the surveys that were used.

INTRODUCTORY REMARKS

Identifying and preparing future teachers for the instruction of children in the twenty-first century requires the joint effort of school districts which will employ these teachers and the institutions which will educate them.

With this goal in mind and with recommendations from the representatives of the Los Angeles Unified School District and California State University Northridge, the **Future Teachers Institute** developed a Teacher Assistant Associate in Arts Degree program with a bilingual option, and a complete career ladder which will provide various options for Teacher Assistants and Instructional Aides.

Los Angeles Mission College worked closely with these representatives to form a collaborative team which insured the relevance of this program in a practical application.

The intent of this project was to compile all of the findings from the research and operation of the program into a manual so that the program could be easily replicated by other institutions. The success of this project and the following "How To" manual are the result of the work, ideas and input of many dedicated people.

STATEMENT OF PROBLEM

General Problem/Need

According to the National Center for Educational Statistics, it was estimated that in 1980, there were 2.4 million Limited English Proficient (LEP) students between the ages of 5-14 nationwide. The same study found that there were 153,000 teachers nationwide who had local or state bilingual certification. Of these, less than 25% were prepared to teach language arts in a language other than English of any other subject in that foreign language; however 56,000 of these teachers had to use language other than English for instruction. (Source: TRC, NEWS, Fall 1989).

A Thomas Rivera/USC study projects that the need for bilingual teachers of all languages will increase from a national baseline figure of 126,000 in 1980 to 170,000 by the year 2000 for a high ratio of 35 teachers to one teacher.

In California alone, the census figures which had traditionally shown a 4% increase in LEP students annually, showed in 1989 an amazing 14% increase in LEP students over the previous year.

According to the California Department of Education the need for bilingual teachers in the next ten years will range from 13,000 to 18,000.

Locally, it is estimated that from 1990 to 2000, Los Angeles County will need 50% of the total statewide projected need for bilingual teachers ranging in numbers from 8,000 to 10,000.

The lack of teachers has created a terrible overcrowding problem in the classroom. During the 1989-90 school year, California's pupil-teacher ratio was higher than that of any other state in the nation.

The ratio of minority teachers to minority students is of even greater importance. In the Los Angeles Unified School District, minority students constitute 85.4% of the total enrollment. Of these, 170,000 are LEP. Minority teachers represent 39.4% of the total teaching staff. Latinos, the largest LEP student group, make up 60% of the total enrollment in the District, while just under 10% of the teachers are Latino.

In the feeder high schools of the Los Angeles Mission College service area, the ratio of students to teachers with regard to ethnicity is 22.8% minority teachers to 71.54% minority students. (Source: California Achievement Program, 1989).

GOAL

The goal of the **Future Teachers Institute** is to develop a Teacher Assistant Associate in Arts Degree program with a bilingual option, and to develop a complete career ladder which provides various options for teacher assistants and instructional aides. These programs will provide a formal and articulated transfer sequence to the University. The participants of the **Future Teachers Institute** will be organized into cohort groups by their educational goals.

OBJECTIVES

I. Develop a cooperative/collaborative relationship between the Los Angeles Unified School District, Los Angeles Mission College, and California State University, Northridge.

II. Identify, matriculate and counsel participants. Arrange them according to their educational goals into cohort groups. These cohort groups will act as peer support alliances.

III. Develop and implement experimental classes to meet the needs of the teacher assistants' job requirements as developed through a joint effort by Los Angeles Unified School District and Los Angeles Mission College.

IV. Provide a minimum of two workshops to increase the participants' awareness of related issues pertaining to their profession.

V. Develop a Teacher Assistant Associate in Arts Degree with a bilingual option.

VI. Formalize articulation agreements with California State University Northridge to provide a successful transfer sequence for participants of the **Future Teachers Institute**.

VII. Identify the successes and deficiencies of the program by drawing conclusions from the research and surveys obtained during the grant period.

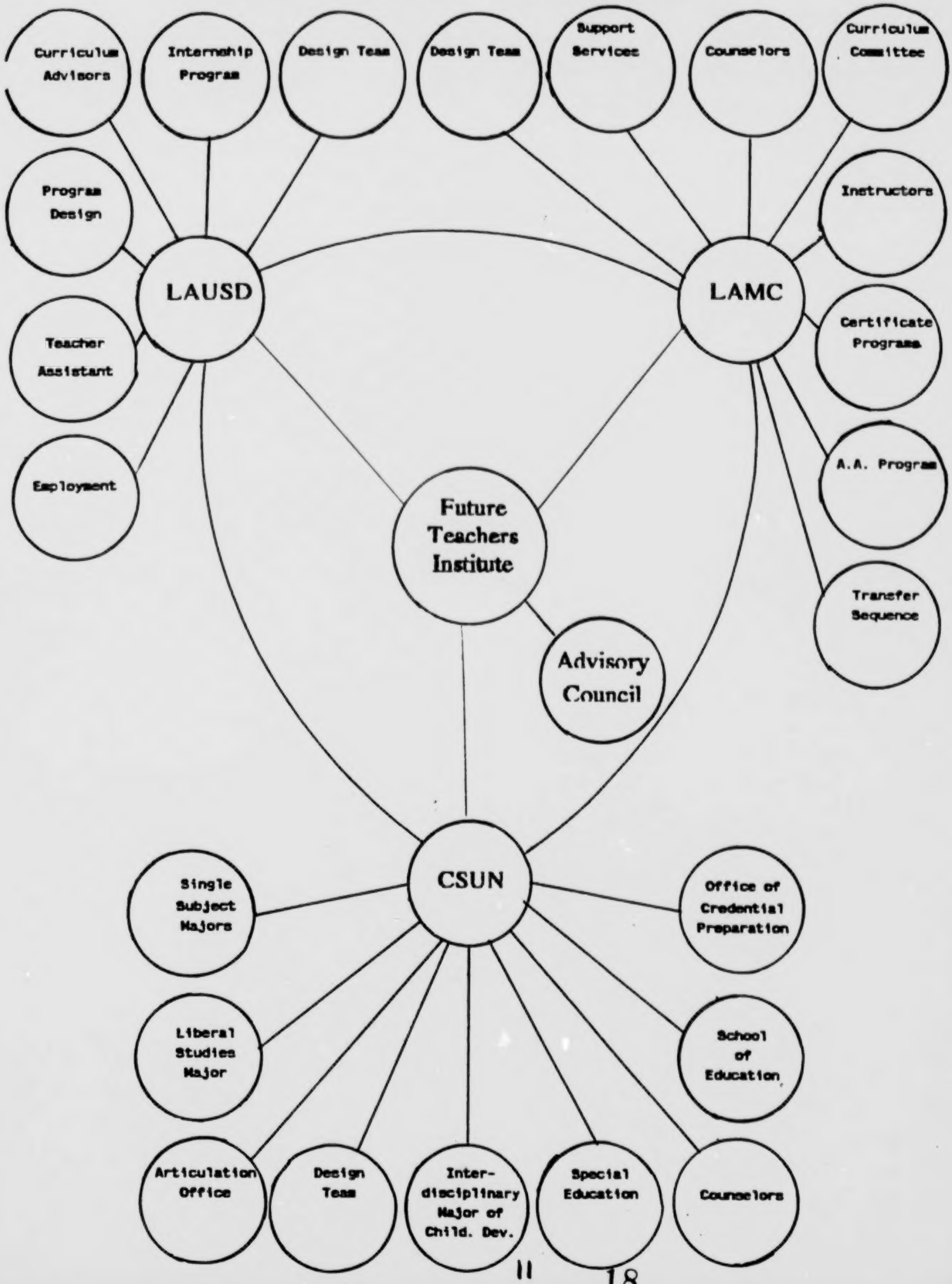
VIII. Evaluate and refine the career ladder, so that a model program is created with wide applicability and easy replicability.

IX. Prepare a Long-Range Plan identifying the programs and services needed to insure participants' success.

X. Author a "How To" Manual which can be disseminated throughout the Community College system.

XI. Make recommendations to the State Legislature from suggestions of the advisory committee and the data collected during this project.

ORGANIZATIONAL STRUCTURE


Curriculum Advisors
Internship Program
Design Team
Design Team
Support Services
Counselors
Curriculum Committee
Program Design
Instructors
LAUSD
LAMC
Teacher Assistant
Certificate Programs
A.A. Program
Employment
Future Teachers Institute
Transfer Sequence
Advisory Council
CSUN
Single Subject Majors
Office of Credential Preparation
Liberal Studies Major
School of Education
Articulation Office
Design Team
Inter-disciplinary Major of Child. Dev.
Special Education
Counselors

"How To" Manual

- **Initiation of Project**
- **Community College Leadership Team**
- **K-12 School District Leadership Team**
- **University Leadership Team**
- **Cohort Groups**
- **Timeline**

INITIATION OF PROJECT

Objective: To initiate a program that will identify teacher assistants employed by the K-12 School District and enroll them in the Community College system which has an articulated transfer sequence to the University.

Plan of Action

STEP 1 - Selecting the Leadership Team

Select the leadership team that will manage the project. Begin the process by selecting a project director.

The project director is responsible for the direct supervision of the entire project. An ideal candidate for the position of project director could be a full time faculty member with a background in curriculum issues and transfer sequence requirements. Ideally forty percent release time should be given to the project director. Ten hours of hourly assignment could also be assigned. It is highly recommended to select someone who interfaces well with people.

The project director can then select a part-time coordinator and clerical support to carry out the day-to-day activities.

An ideal candidate for project coordinator could be a consultant that complements the project director by having experience in the K-12 Unified School District. Keeping track of the details of the project is the responsibility of the project coordinator.

The descriptions and responsibilities of each position are as follows:

Title	Description	Responsibility
Project Director	Full time faculty member on .4 release	Provide direct supervision of project
Project Coordinator	Consultant 12 hours per week	Coordinate all activities of project and write the "How-To" Manual
Clerical	Clerical support 25 hrs/week	Provide secretarial support for project

STEP 2 - Building Collaborative Relationships

Generate interest and secure commitments from your college site, your local school district and a nearby university to establish a **Future Teachers Institute**. One of your primary jobs will be building collaborative relationships between these institutions.

STEP 3 - Timeline

Establish a timeline of events, stating what needs to be done and by what date. (See the section, entitled "Timeline," page 27 in the "How To Manual" section of this document to study the timeline for this project.) Adjust your timeline to meet your schedule, keeping in mind that this pilot had less than six months for completion as specified in the grant.

STEP 4 - Identify Community College Leadership Team

Identify the leadership team at your college: Project Director, Project Coordinator, Dean of Academic Studies, appropriate department Chairs, Transfer Counselor(s), and Curriculum Committee Chair.

Have the Community College leadership team generate a list of contacts from the University and K-12 Unified School District with which to make necessary introductions to launch the program.

STEP 5 - Identify University and K-12 School District Leadership Team

Contact the K-12 Unified School District and the University and ask them to establish their leadership team. If necessary, offer suggestions modeled after this pilot program. (See the appendix, entitled "Committees" subsection "K-12 Unified School District Leadership Team," for the leadership teams of the **Future Teachers Institute**.

STEP 6 - Schedule Meetings

Schedule separate meetings with the University and the K-12 Unified School District teams. (See the appendix, entitled "Agenda/Minutes," for minutes of meetings.)

The primary goal of the meeting with the University is to review existing articulation agreements or to develop and formalize new agreements between the Community College and the University.

The primary goal of meeting with the K-12 Unified School District is to determine their curriculum needs and to address those needs in the existing Community College curriculum, or in the creation of new courses or workshops. The project coordinator will be responsible for developing a correlation chart (Appendix - Correlation Chart) of curriculum needs and existing courses from information acquired at the meetings. Additionally, the coordinator will produce a list of proposed workshops or new courses that need to be designed from the identified curriculum needs of the K-12 Unified School Districts. This list will include proposed topics, speakers, dates, times and locations. (See the appendix, entitled "Courses/Workshops," for titles of the workshops that were provided to the participants during this pilot program.)

STEP 7 - Advisory Committee

Establish an advisory committee that is a cross-section of the community and educational institutions. Invite people who will represent the University, the Community College, and the K-12 Unified School District including the administrators, parents, students, paraprofessional organizations and teacher organizations. (See the appendix, entitled "Committee" under the subsection "Advisory Committee," for a listing of the organizations that were represented.)

STEP 8 - Evaluation/Planning

Evaluate the program through multiple means such as, surveys to participants, open discussions with leadership teams, letters of support and evaluation surveys. Evaluate the responses to the survey and draw conclusions, which will be used to develop short and long-term planning goals. (See the appendix, entitled "Evaluation Data," for letters of support, statistical data regarding participants, and participant concerns; See the appendix, entitled "Surveys" under the subsections: "Survey 1 - Interest Survey:; "Survey 2 - Education Survey"; "Survey 3 - Job Survey"; "Survey 4 - Evaluation Survey" for detailed results of our pilot program. See the "Long-Range Plans" page 39 in the "Results" section of this document for a list and description of our future plans.)

COMMUNITY COLLEGE LEADERSHIP TEAM

Objective: To develop and/or refine an Educational Aide/Teacher Assistant Associate in Arts Degree and present it to the curriculum council for approval and implementation.

Plan of Action

STEP 1 - Establish Leadership Team

Establish a leadership team consisting of the Dean of Academic Affairs, Cluster Chairs, Transfer Counselor, Curriculum Chair, and faculty representing Bilingual/Bicultural programs, Child Development programs and Single Subject programs qualified for teaching credentials. (See the appendix, entitled "Committees" under the subsection "Community College Leadership Team," for a listing of the leadership in this pilot program.)

STEP 2 - Examine Existing Courses

Meet to determine if a completely new Teacher Assistant Associate in Arts Degree needs to be created or if options can be added to an existing degree program.

STEP 3 - Determine Curriculum Needs

Meet with K-12 Unified School District to seek input into what their curricular needs are for the participants.

STEP 4 - Develop Courses and Plan Workshops

Develop new courses from suggestions of the K-12 Unified School District to meet the immediate job training needs for teacher assistants. Plan and schedule workshops to address job training needs not addressed by the courses that will be formed.

STEP 5 - Configure courses for Certificate and Associate in Arts Degree

Examine current and approved course offerings and begin to build the cache of courses that will form the Certificate Programs and the Associate in Arts Degree.

STEP 6 - Approval of New Courses

Obtain curriculum committee approval on any new courses developed by the Community College Team which meet the immediate job training needs of employed teacher assistants. (See the appendix, entitled "Courses/Workshops," which were approved for this pilot program.)

STEP 7 - Teacher Assistant Associate in Arts Degree

Review and develop and/or redefine a Teacher Assistant Associate in Arts Degree program with a bilingual and child development option that will be presented to the University for formal articulation agreements. In developing the options, meet with the appropriate departments and determine the proposed courses that will be included. Develop each option, taking into account general education requirements and transfer criteria.

STEP 8 - Approval of Teacher Assistant Associate in Arts Degree

Present the cache of courses for the Certificate and the Associate in Arts Degree program to the curriculum council for approval.

STEP 9 - College Catalog

Publish the completed version of the Teacher Assistant Associate in Arts Degree in the college catalog. List the complete program of courses under the title **Future Teachers Institute**. Allow ample time for revisions in order to meet the publication deadlines. (See appendix, entitled "Associate in Arts Degree," for the Teacher Assistant Associate in Arts Degree with options that was developed and articulated with the University.)

STEP 10 - Evaluation and Planning

Develop and distribute evaluation surveys to the participants and the leadership team. Include the following evaluation tools: assessment scores of participants, a list of concerns from weekly teacher/participant dialogues, statistical data from college applications, free form evaluations, surveys and letters of support. Evaluate the data and correlate the conclusions with the data. (See the appendix, entitled "Evaluation Data," and the appendix, entitled "Surveys," for the tools of evaluation used in the pilot program.)

K-12 UNIFIED SCHOOL DISTRICT LEADERSHIP TEAM

Objective: To recruit participants who are interested in obtaining their teaching credentials from teacher assistants employed by the district; to form cohort groups of these participants; and to participate in establishing curriculum which meets teacher assistant job training specifications; to provide support to the cohort groups; and to work collaboratively with the educational institutions' leadership teams.

Plan of Action

STEP 1 - Superintendents Meet with Project Director

Determine if there is sufficient interest and an explicit need for a joint effort in establishing curriculum and practical training for teacher assistants. Superintendent of the K-12 Unified School District meets with a representative of the Community College to form a collaborative relationship.

Secure written commitments. Schedule the first meeting of the K-12 Unified School District/Community College Team.

STEP 2 - Identify K-12 Unified School District Leadership Team

The superintendent will establish the leadership team in the K-12 Unified School District. Suggestions for the leadership team include: superintendent, representative of the superintendent, curriculum advisers, and/or school principals. It is imperative to select people with decision making power. (See the appendix, entitled "Committees" under the subsection "K-12 School District Leadership Team," for a listing of members that were established for this pilot program.)

STEP 3 - Meetings

Schedule a series of meetings for initial planning, identification of participants, selection of location/time/date for participant orientation meeting, identification of teacher assistant job training needs, correlation of needs with existing college classes, development of courses to meet district needs, suggestions of people for the advisory committee, scheduling of workshops, and program evaluation.

STEP 4 - Distribute Interest Survey

Distribute interest surveys to the teacher assistants identified by the K-12 Unified School District leadership team. These surveys will identify teacher assistants who are interested in a career ladder with educational milestones culminating in a teaching credential.

Tabulate results in preparation for a meeting with the Community College. (See the appendix, entitled "Surveys" subsection "Survey # 1 - Interest Survey.")

STEP 5 - List of Curriculum Needs

The K-12 Unified School District leadership team will compile a list of their current curriculum needs. This list will be compared with the specific course objectives of the Associate in Arts Degree at the Community College.

STEP 6 - Coordination of Efforts for Teacher Assistant Training

Host classes and workshops; provide for speakers as necessary.

STEP 7 - Evaluation and Planning

Evaluate the program, draw conclusions, and then do short and long-term planning. (See "Long-Range Plans page 39 in the "Results" section of this document. See the appendices "Evaluation Data" and "Surveys" for specific data obtaining during the pilot and Long-Range Planning)

UNIVERSITY LEADERSHIP TEAM

Objective: To develop articulation agreements for all options of the Associate in Arts Degree; to identify support services at the University; and to provide opportunities for the participants to attend workshops on the University campus, thus helping them visualize their educational goals.

Plan of Action

STEP 1 - Dean of School of Education Meets with Project Director

Discuss the planning of the project with the Dean of the School of Education at the University. The plan should include the creation of formal articulation agreements for each option involved in the **Future Teachers Institute**; special programs in place at the University for future teachers; and arrangement to guarantee a specified number of openings in the School of Education for the participants in this project.

STEP 2 - Identify Leadership Team

Establish a leadership team consisting of the Associate Dean, School of Education; Director, Credential Preparation; Department Chair of Special Education; Director, Operation Chicano Teacher; Department Chair of Liberal Studies; Coordinator, Interdisciplinary Major of Child Development; Articulation Officer for Academic Programs; and Director of Academic Affairs. (See the appendix, entitled "Committees" under the subsection "University Leadership Team".)

STEP 3 - Meeting

Review the proposed Associate in Arts Degree Program and make suggestions relevant to the transfer sequence to specified majors. Compile a list of names from recommendations at this meeting for the **Future Teachers Institute** Advisory Committee.

STEP 4 - Articulation Agreements

Meet with the University's articulation officer to determine if formal articulation agreements are ready for adoption. If not, present the Teacher Assistant Associate in Arts Degree and start the process of articulation.

STEP 5 - Support Services

Form a chapter of the University's **Future Teachers Club** on campus if one does not exist and network with the chapter formed at the Community College. The **Future Teachers Club** is an organization independent of the Future Teachers Institute.

Prepare a list of support services for students available at the University and disseminate it to participants of the **Future Teachers Institute**.

STEP 6 - Evaluation and Planning

Evaluate the existing waiver programs available at the University. Do they meet the needs of the students? Were the articulation agreements finalized with the Community College? Are the support services being used by the students? Correlate their data and the conclusions the University team reached from the evaluations. Outline short-term and long-term planning goals. Share the results of your findings with the project director of the **Future Teachers Institute**, in an effort to keep the exchange of ideas and dialogue integrated. (See "Long-Range Planning" page 39 in the "Results" section of this document. See the appendices entitled, "Surveys" and "Evaluation Data," for detailed data from the pilot program.)

COHORT GROUPS

Objective: To establish peer support groups that will help to provide the necessary atmosphere to promote achievement of participants' goals.

Plan of Action

STEP 1 - Orientation Meeting

Organize an orientation meeting to disseminate information to interested teacher assistants, regarding the **Future Teachers Institute**. (See the appendix, entitled "Agenda/Minutes under the subsection "Cohorts Meetings.")

STEP 2 - Matriculation

Determine if you will offer registration at a location selected for the convenience of the participants or have the participants register at the Community College through normal orientation and registration procedures. Select the time, date, and location of registration. All participants must go through the college matriculation process.

Develop application forms for registration in the **Future Teachers Institute**, include an educational survey on this form. This application is distinct and separate from the college application. The application should contain information specifically selected to the goals and objectives of their pilot program for evaluation purposes. The educational survey has specific information regarding the number of units the participants plan to take each semester, their educational status, and career goals. (See the appendix, entitled "Surveys" under the subsection "Education Survey.")

STEP 3 - Formation of Cohort Groups

Form cohort groups by the participants' current educational status and by the approximate number of units they plan to take each semester. Although we had initially proposed to form the cohort groups by educational levels, we found that including the number of semester units the participants plan to take was an important factor for keeping the cohort groups at the approximate educational status until goal attainment. As the participants continue the their education at their individual pace, the cohort groups will inevitably become a heterogeneous group regarding educational status; but this heterogeneous grouping can provide the benefits of peer counseling, as the more advanced students become mentors for the other students.

STEP 4 - Individual Education Plans and Counseling

Prepare individual folders for each participant. Each folder will include a copy of the application to the **Future Teachers Institute,** all college course work completed, participants' social security numbers, career objectives, assessment results and individual education plans.

Students meet with counselors to develop an individual education plan, discuss degree options and plan for final certification of general education units. Care must be taken when counseling participants that their goals match appropriate options of the **Future Teachers Institute**.

Document the participants' questions and concerns that are raised during orientation, courses and workshops. (See the appendix, entitled "Evaluation Data" under the subsection "Issues and Concerns Raised by Students.")

STEP 5 - Participants Enroll

Once students complete the assessment and matriculation process, they enroll in courses designed to meet their career objectives within the framework of the **Future Teachers Institute**.

STEP 6 - Classes and Workshops

Offer courses to the participants of the **Future Teachers Institute** that were developed in a collaborative effort in order to meet job skill needs. In addition, offer a wide variety of workshops focusing on the needs described by the K-12 Unified School District leadership team. The following workshop suggestions are presented as ideas for possible offerings: Resource Center -CSUN, Bilingual-ESL Conference, Steps for Success, Effective Communication Strategies, Educational Computing, Children at Risk, The Writing Process, Teaching Credential Options, Behavior Management, The Multicultural Classroom in the American School, Classroom Management and Discipline. (See the appendix, entitled "Courses/Workshops.")

A potluck social could culminate the semester by offering the cohorts the opportunity to socialize outside the classroom setting.

STEP 7 - College Services and Resources

Many college services and resources are available to the participants of the **Future Teachers Institute**. Make sure the participants are aware of the services through announcements in classes and through pamphlets. By making full use of these services, participants will enhance the quality of their college experience. A sample of services follows:

- **Counseling**
  Provide advisement during the preparation of individual education plans based on an assessment of participant skills and goals.

- **Child Development Center**
  Provides child care for student-parents and planned learning experiences for pre-school children.

- **Extended Opportunity Program and Services (EOPS)**
  Furnishes support service for students who may be handicapped by language, social and/or economic disadvantages, and facilitates their successful participation in the regular educational pursuits of the college.

- **Office of Programs and Services for Students with Disabilities**
  Extends support services for disabled students pursuing a college education.

- **Tutorial Services**
  Instruct students in their area of individualized need at the tutoring laboratory located in the Learning Resources Center/Library.

- **Financial Aid**
  Provides information to students regarding funds made available through federal and state governments and private sources in the form of grants, scholarships, loans and employment.

- **Housing**
  Acquaints students with information regarding housing, including room and board in exchange for work.

- **Extended Support Services**
  Informs students about support services outside of Los Angeles Mission College which are available to them.

STEP 8 - Evaluation and Planning

Participants evaluate the program through several methods. The first method would be an on-going dialogue scheduled by reserving a period of a time during classes to raise concerns and issues. Record these concerns and give this list to the project coordinator so that action can be taken on these items where appropriate. The second method would be surveys distributed to participants upon their entrance into the program and annual evaluation surveys. Draw conclusions from these methods of evaluation and report the findings to the project director and to the leadership teams of the appropriate institutions so that short and long-term goal planning can be achieved. (See "Long-Range Planning" page 39 in the "Results" section of this document. See the appendices entitled, "Surveys" and "Evaluation Data," for detailed data from the pilot program.)

TIMELINE

Future Teachers Institute

- * LAMC = Los Angeles Mission College
- * LAUSD = Los Angeles Unified School District
- * CSUN = California State University of Northridge

Date	Event	Responsibility
January	Establish administration of project	LAMC
	Planning -- Agreements of cooperative ventures	LAMC/LAUSD/CSUN
	Develop "interest" survey instruments	LAUSD team/LAMC
	Distribute survey to teacher assistants	LAUSD team /Participants
	Identify participants and cohort groups and their needs	LAUSD team
	Tabulate results of survey	LAUSD team/LAMC
	Recruitment of participants	LAUSD team
	Identify design team/design teams meets	LAMC/LAUSD/CSUN
February	Planning meetings: cohort groups/support services/tracking systems/facilities/support services	LAUSD/LAMC
	Develop survey for student profiles	LAMC
	Planning meeting: articulation agreements credits/support services etc...	CSUN/LAMC
	Development of career ladder	LAMC
	Development of curriculum to meet the Teacher Assistant AA Degree meets needs of working paraprofessional	LAMC/LAUSD
	Curriculum council approval of experimental class developed to meet the special needs of working paraprofessional	LAMC
	Curriculum Review and development of transferable courses	CSUN/LAMC
	Orientation meeting for cohort groups-matriculation process	LAUSD/LAMC/ Participants
	Individual education plan	LAMC
	Establish classes	LAMC

Date	Event	Responsibility
	Participant placement in classes	LAMC/LAUSD/ Participants
March	Internal curriculum review - A.A. Degree Committee	LAMC
	Classes begin for cohort groups at their regions(Instruction)	LAMC/ Participants
	Establish Advisory Committee	LAMC/LAUSD/CSUN/ Participants
April	Support services-operational	LAMC
	Negotiation of articulation agreements with CSUN	LAMC/CSUN
	Topical Workshops designed	LAMC/LAUSD/CSUN
	Delineate the colleges General Ed. transfer curriculum to integrate the Teacher Assistant AA Degree	LAMC
	Evaluation of participants progress	LAMC/LAUSD
May	Signatures on formal articulation agreements	CSUN/LAMC
	Tracking Agreements	LAMC/LAUSD/CSUN
	Advisory Committee meets	Advisory Council
	Prepare findings and recommendations	LAMC
	Start compiling information for manual	LAMC
June	Evaluation of entire project	LAMC/LAUSD/CSUN/ Advisory Council
	Develop long-range plan identifying programs and services	LAMC/LAUSD/CSUN
	Final phase of development of AA Degree for Teacher Assistant with transfer sequence	LAMC
	"How to" manual completed-distributed	LAMC
	Classes end	Participants
	Participants' evaluations of project	Participants

Results

- **Evaluation**
- **Conclusions**
- **Long-Range Plans**
- **Recommendations**

EVALUATION

The evaluation tools used in the assessment of this project were: statistical data from the Community College data base, college assessment scores, a weekly participant/teacher dialogue of concerns, surveys, free-form evaluations, and letters of support.

Results of Statistical Data:

One hundred seven teacher assistants enrolled in the program and were divided into three cohort groups as follows: one group of 33, one group of 41 and one group of 33 participants. The following is a statistical breakdown from the "Application for Admission" to Los Angeles Mission College by ethnic identity, primary language, main educational goal, education status, enrollment status, units completed and special services requested. The ethnic identity of the majority (94%) is Hispanic. The primary language of the majority (48%) is Spanish; the majority (30%) were undecided on their main educational goal and many did not specify (21%), but for those who did indicate an educational goal the majority wanted to obtain a Bachelor's Degree after obtaining an Associate's degree; the educational status of the majority (63%) is a high school diploma or equivalency; the enrollment status of the majority (65%) is continuing Los Angeles Mission College students who attended the previous semester, but 18% of the participants were first time college students; the number of college units completed by the majority (44%) is from one-half unit to fifteen and one-half units. (See the appendix, entitled "Evaluation Data" under the subsection statistical data.)

The **Future Teacher Institute** is committed to increasing the educational success of each participant by offering support services. The participants indicated an interest in the following support services: financial aid, child care, tutoring, transfer assistance, employment assistance, and special services for low income families.

Results of College Assessment

Complete data is not currently available regarding the assessment scores from placement tests, because not all of the participants have completed placement testing. Since participants of the **Future Teachers Institute** were identified and enrolled after the start of the semester, the assessment process will be completed during the next semester.

Results of Participant/Teacher Dialogue of Concerns:

Some of the participants of the **Future Teachers Institute** were enrolled in Child Development-81. They related issues of concern to their teacher. Some of the participants in this class were concurrently enrolled in "Spanish Reading through Language Arts".

Los Angeles Mission College developed an experimental course entitled, "Spanish Reading Through Language Arts" to meet the immediate needs of employed teacher assistants who were lacking particular job skills as defined by the Los Angeles Unified School District. (See the appendix, entitled "Courses/Workshops," for the course outline.)

Teacher assistants who enrolled in this class were divided by their preference into a Saturday morning session held in Region F and a Wednesday afternoon session held in Region E. The teacher assistants who enrolled in this class were employed as follows: 46% in Region E, 35% in Region F, and 19% did not indicate which region employed them; therefore, the class was offered in both regions for the convenience of the participants. The majority of the participants did attend class in the region in which they were employed. The Saturday class held in Region F had 68% of the students employed in that region, 3% from Region E, and 29% did not indicate a region. The Wednesday class held in Region E had 78% of the students in the class from that region, 10% from Region F, and 12% did not indicate a region. (See the appendix, entitled "Evaluation Data" under the subsection "Statistical Data."

The participants were very vocal in support of the newly developed class. The teacher assistants expressed the fact that the new class was meeting their need of obtaining adequate job skills for assisting the students assigned to them. Part of the class was a dialogue of issues and concerns.

The following issues are some of the concerns raised by the students:

* They felt it was important to be able to get college credit for the classes or workshops that they take.

* Students who did not register during the on-site group registration were frustrated with the enrollment process at the College admissions office. They felt that the College Admissions office was not properly informed about the **Future Teachers Institute**. This was the case because the grant called for simultaneous planning and implementation during a six month period; therefore, sequential planning steps were not always possible. Steps have been taken to inform the admissions

office and counseling staff about the **Future Teachers Institute** to avoid this confusion.

- Participants also stated that they would like the goals of the **Future Teachers Institute** defined. In response to this concern, a brochure will be developed outlining the goals, objectives and specific course work of the **Future Teachers Institute**.

- Another concern raised by the participants was that the amount of time that they work with the students assigned to them should be increased and that events that interfere with this time of assisting students should not be scheduled. (See the appendix, entitled "Evaluation Data" under the subheading "Issues Raised by Students.")

Results of the Surveys:

Four surveys were used to determine (1) interest in the program, (2) participant profiles, (3) job related matters and (4) evaluation of the program.

Results of Interest Survey:

An "Interest Survey" was distributed to all teacher assistants in Regions E and F of the Los Angeles Unified School District. One hundred eighty-one (181) teacher assistants responded to the survey; 86% indicated an interest in the program and 14% were not interested in the program. 37% of the teacher assistants responding to the survey were from Region E, with 50% responding from Region F; 13% did not indicate which region they were from. (See the appendix, entitled "Surveys" under the subsection "Survey #1 - Interest Survey.")

Results of Educational Survey:

The following student profile data was compiled from an "Education Survey" given at the beginning of the **Future Teachers Institute** to participants attending an enrollment meeting and given to participants as they enrolled in the program. The responses indicated that 57% of the students were employed as teacher assistants and that they wanted to obtain their teaching credential with 15% undecided about their educational goals. The results indicated that 47% would take between three and six units per semester; 50% are employed between one to sixteen hours per week; 52% have a combined family income $20,000 or below; and 26% have no dependent children living at home. The preferred day to attend classes was Wednesday after 4:00 p.m. (See the appendix, entitled "Survey #2 - Education Survey.")

Results of Job Survey:

The "Job Survey" was given to the students in both classes of "Spanish Reading Through Language Arts." Fifty-two participants responded to the survey. 85% of the teacher assistants that responded to the survey indicated that they had effective communication with their teacher; but that the teacher assistants needed a scheduled planning time with their supervising teachers. Only 44% indicated that lesson plans were ready for them each day. 82% indicated that they created their own lessons to use with the students. 88% indicated that they are responsible for developing materials to use with the students. 98% indicated that they could use an inservice on effective communication techniques with their supervising teachers. 92% indicated they would like to become teachers. (See the appendix, entitled "Surveys" under the subsection "Survey #3 - Job Survey," for specific questions and results.)

Results of Evaluation Survey:

The evaluation survey was given to students in "Spanish Reading Through Language Arts" and Child Development 81 at the end of the semester. Sixty-six (66) students completed the survey. 94% of the students responded that the class made their job as a teacher assistant easier; no one responded that it didn't help and 6% did not answer this question. 100% of the class responded that the teacher was supportive and enthusiastic. 80% of students were aware of the support services available to them, but only 71% made use of them. (See the appendix, entitled "Surveys" under the subsection "Survey #4 - Evaluation Survey.")

Results of Free-form Evaluations:

These forms were distributed to the members of the advisory committee. The narrative responses indicated that they support the work of the **Future Teachers Institute.** Several of the comments on the free-form evaluation are as follow:

* "I would like to see certificates ...in a career ladder."

- "The Spanish class (99) that I'm taking is a great help because now I know how to teach Spanish core literature. I think all the teacher assistants should take this class."

Compilation of "Letters of Support"

The entire project was well received by the faculty and staff of the Los Angeles Unified School District, and California State University Northridge.

California State University Northridge and Los Angeles Mission College finalized articulation agreements for the Liberal Studies Major and the Child Development Major. (See the appendix, entitled "Articulation Agreements.")

Los Angeles Unified School District was pleased with the response they received from the teacher assistants enrolled in the **Future Teachers Institute** classes. California State University Northridge and the Los Angeles Unified School District leadership teams were pleased with the concept of the **Future Teachers Institute** and with the working relationship with Los Angeles Mission College as indicated in the letters of support. (See the appendix, entitled "Evaluation Data" under the subsection "Letters of Support.")

CONCLUSIONS

After reviewing the evaluations of the **Future Teachers Institute,** it was evident that the pilot program was well received by California State University Northridge, the Los Angeles Unified School District, and the participants. Through analysis of the evaluations of this project, it can be concluded that many benefits accrued for the participants; but a need still exists to continue the **Future Teachers Institute**.

These conclusions are based on the stated objectives of the Future Teachers Institute.

Objective 1 - Collaborative Relationships

Representatives of California State University Northridge and the Los Angeles Unified School District were willing, not only to work on this project, but enthusiastically collaborated. The joint effort of the participating institutions generated dialogue that benefitted the students attending their institutions.

During the series of meetings that were attended by representatives of the institutions, a greater understanding and appreciation developed for the roles each institution plays in facilitating career goal achievements of the participants. If the educational institutes had thought of themselves as "islands of education unto themselves" it can be inferred that the bridges that were built during the course of this project joined the islands providing a much easier transition for participants of the **Future Teachers Institute**. The realization was made that these collaborative efforts have a synergistic effect and have mutual benefits to all institutions.

Objective 2 - Cohort Groups/Teacher Assistants

In the past, teacher assistants have had tremendous responsibility with little training. Because of this pilot program and the newly developed two track pay schedule for paraprofessionals employed in the Los Angeles Unified School District, many teacher assistants, who otherwise may not have taken the initiative to take courses toward a credential, have taken the first steps.

Providing financial incentives for teacher assistants as they complete educational milestones is a necessary step in retaining them as they work toward completion of a credential. Often financial responsibilities force teacher assistants to leave their jobs for employment which provides more hours, higher pay, or better benefits. If the school systems want to retain qualified teacher assistants, they must provide financial incentives through a series of pay increases or stipends as the teacher assistants work their way up the career ladder or face the possibility that trained teacher assistants can be forced to find other employment before attainment of the teaching credential.

When counseling participants about their individual education plans, a strong preference was shown by the participants for individual interviews and conferences. Since some of the participants' goal objectives are not fully formulated, great care should be taken when advising them. The teacher assistants just beginning the program seem to be sensitive to receiving encouraging support. They need to be counseled about the various options that could be chosen and shown how their completed college courses could fit into each option and credential objective.

Objective 3 - Develop and Implement Experimental Classes

It became apparent that specific job skills needed to be addressed immediately. In addition to completing the prescribed coursework, an experimental class, "Spanish Reading Through Language Arts," was developed for this pilot. The class was a tremendous success and will be incorporated into the program in future semesters as a requirement. Since our experimental course was so well received and attended by the participants during the past semester, it was decided to keep the momentum of the pilot program going by scheduling a class through community education this summer. Exemplary programs should be modeled for the cohort groups, so that they can immediately incorporate the ideas in their jobs.

Objective 4 - Workshops

The collaborative spirit of the workshop series that was designed for the cohort groups was enormously successful and every effort will be made to continue the policy of providing participants with a variety of speakers from each of the participating institutions. By participating in the University level classes or workshops early in their educational experience, participants can better visualize goal achievement making the transitions easier. Workshops designed to meet the specific job skill needs of the participants will be offered on an on-going basis as required.

Objective 5 - Teacher Assistant Associate in Arts Degree

It is the conviction of this pilot program that participants should see all their options at the start of their educational experience and make choices based on career objectives. It was determined that it would be to the students' best interest to have the programs in semester blocks, so that the students have a sense of direction at all times. By offering the program in semester blocks of courses, the cohort groups can continue as a group with fewer separations from the basic cohort team. Additionally, the college can better plan for the number of students that will be taking specific courses. (See the appendix, entitled "Associate in Arts Degree," for the complete series of courses making up the degree with the various options.)

Objective 6 - Articulation Agreements

Articulation agreements help reduce the misconceptions on the part of students, advisors, counselors, and faculty regarding the transfer of units from one institution to another. The **Future Teachers Institute** was most grateful for the meticulous advice and advisement we received from the University regarding the transfer sequence. Articulation Agreements were finalized for the Liberal Studies and the Child Development Majors. Future work in this area is to develop articulation agreements for the Single Subject Waiver Program.

Objective 7 - Results of Surveys

Through the interpretation of the statistical data of the surveys our long-range goals were formed. The evaluations of the program gave us direction for future plans and offered us encouragement that our vision of the **Future Teachers Institute** was on target. (See the appendix, entitled "Surveys.")

Objective 8 - Career Ladder

The development of the career ladder was a central theme of the **Future Teachers Institute.** It is extremely important for the participants to see all the options as they begin their career objective. It also shows them how to make adjustments if they change their credential objective. (See the appendix, entitled "Career Ladder.")

Objective 9 - Long-Range Plans

The long-range plans developed by the **Future Teachers Institute** will be a "road map" for the direction this project will take. Because of the capacity of the institutions providing the teacher assistants with bilingual, child development, single subject, and intern options; because of the willingness of institutions to solve whatever obstacles arise; and because of the proven record of success of the collaborative effort of the institutions, the long-range plans should prove to continue the success of this project. (See "Long-Range Plans" page 39 in the "Results section of this document for the list of long-range plans.)

Objective 10 - Dissemination

The "How-To" Manual was prepared in order to facilitate duplication by any institution that wants to initiate a similar program. With Senator Roberti's Bill (SB 1636) requiring the Commission on Teacher Credentialing to establish at least 12 pilot projects for the recruitment and training of classified employees in teacher credentialing programs, this manual should prove to be an invaluable resource to institutions in the pilot projects. This manual was duplicated and copies sent to offices of the California Community College system for dissemination. (See "How To Manual" beginning of page 12 of this document.)

Objective 11 - Recommendations

These recommendations regarding the credentialing of teacher assistants were compiled during the course of the project from the involved institutions, participants and advisory committee members. They represent a cross-section of opinions expressed during the course of this pilot project. With continued funding of this project, these recommendations can be transformed from suggestions to implemented objectives. (See "Recommendations" page 41 of this document for a full list of recommendations.)

LONG-RANGE PLANS

The long-range plans of the **Future Teachers Institute** were developed from issues raised in meetings with California State University Northridge, Los Angeles Unified School District, Los Angeles Mission College, the advisory committee and the participants of the **Future Teachers Institute**. Additionally, by studying the evaluations from the participating institutions, conclusions were drawn and long-range plans were developed.

I. Institutionalize the **Future Teachers Institute** by securing funding on an on-going basis from the California Community College District.

II. Establish and maintain a permanent core of staff at the Community College similar to the one utilized in this project (director, coordinator, and clerical staff).

III. Develop tracking plans for the cohort groups and the individual participants. A part-time counselor for the **Future Teacher Institute** should be hired to develop and implement the tracking systems, to conference individually with the participants about educational goals and accomplishments; and to direct the participants to any additional support services necessary to provide for maximum success.

IV. Establish a committee made up of University, Community College and K-12 Unified School District representatives to evaluate the merits of including the Child Development Major in the Teaching Credential Waiver Program.

V. Support changes in the status of Special Education as an option of the Child Development major, developing a rationale and making recommendations to the Commission of Teacher Credentialing and the State Legislature.

VI. Establish a committee (Curriculum Committee) made up of representatives of the Community College, K-12 Unified School District and the University to establish yearly priorities of curriculum needs which will be addressed in courses and workshops. From these identified topics develop a one unit course or workshop at Los Angeles Mission College entitled, "Current Topics In....". This course would deal with changing issues and specific job-skill needs as outlined by the Los Angeles Unified School District.

VII. Form a committee (Salary Committee) of representatives of the Los Angeles Unified School District, Paraprofessional Organizations, Professional Teacher Organization, Community College to address the issue of pay differentials for teacher assistants who complete a Teacher Assistant Certificate Program and/or Teacher Assistant Associate in Arts Degree. A job description for each level or pay differential would have to be established.

VIII. Compile and disseminate information to students about the credential options through information packets, and workshops. Collect data at these workshops establishing the types of credentials which are of interest and determine if this correlates with the credentials that are in most demand.

IX. Conduct a needs assessment regarding joint training of supervising teachers and teacher assistants. Survey teachers regarding their need for this training, survey assistants for the need of their supervising teacher to take training, develop classes and workshops that will be attended by both teacher and teacher assistants to improve communication and planning techniques.

X. Develop plans for a Teacher Assistant Appreciation Day patterned after the Teacher Appreciation Day which is coordinated by the Parent Teachers Association in most school districts.

XI. Form an information network for cohort groups and a telephone tree so that information announcing upcoming workshops or conferences that are scheduled at the various educational institutions can be disseminated to the participants.

XII. Formulate early intervention workshops for preparation for the National Teacher Examination and/or CBEST at the University and the Community College.

RECOMMENDATIONS

RECOMMENDATIONS REGARDING THE COHORT GROUPS

Track the participants of the **Future Teachers Institute** and obtain statistics establishing the number of participants who obtain a teaching credential. Chart the results by initial educational objective to determine if the attainment of short-term goals for teacher assistants facilitates in the accomplishment of the long-term goal of obtaining a teaching credential. Address the factors that influence the lack of goal attainment: demands of employment, family, or a lack of defined and visualized goals. (See the appendix, entitled "Documents" under the subsection "University Documents," for the California State University Los Angeles Child Development Waiver Program.)

Cohort groups will be grouped, first, by the number of units that they will take each semester and, secondly, by their educational status. Large group activities will provide an atmosphere where the combination of participants at varying stages of the career ladder will promote support and encouragement to each other. The participants that are closer to the completion of their degrees and credentials become mentors for the participants not at their educational level. They become a positive influence and motivating factor for other members of their cohort group.

RECOMMENDATIONS REGARDING THE UNIVERSITY

Recommend that California State University Northridge review its Interdisciplinary Major of Child Development to see what changes would be necessary for it to qualify for a Credential waiver program. This major could be modeled after California State University Los Angeles because it is approved as a waiver program for teaching credentials. Additionally, it is recommended that the Interdisciplinary Major of Child Development be given department status at the University.

Establish Special Education as a major or an option of the Interdisciplinary Major of Child Development rather than a credential specialty. Obtain approval for the special education major/option to meet requirements for qualification as a credential waiver program for teachers, particularly for teachers of elementary school and special education. The Los Angeles Unified School District stated that the students in their district are not the same kind of learner as in the past. There are now many learning disabled students in the regular classroom. Teachers must be trained to effectively meet the special needs of this group of children.

RECOMMENDATIONS REGARDING THE UNIFIED SCHOOL DISTRICT

Establish a Curriculum Advisory Committee that is a joint effort of the Los Angeles Unified School District and Los Angeles Mission College to address the changing curriculum needs of the K-12 Unified School District. This committee would review curriculum and offer suggestions and recommendations for curriculum that prepares teacher assistants. This committee would help insure that current trends in the K-12 Unified School District are being addressed making teacher assistant training relevant. This concept addresses the Chancellors' request that working paraprofessionals need to integrate their jobs into a teaching skills practicum curriculum. Establish a Salary Advisory Committee that will be composed of Los Angeles Unified School District and Los Angeles Mission College staff to address the need for teacher assistants to receive pay differentials for completion of the Certificate Programs and Associate in Arts Degree.

RECOMMENDATIONS REGARDING THE COMMUNITY COLLEGE

Institutionalize the **Future Teachers Institute** so that the long-range plans and recommendations can be implemented. Establish the Curriculum and Salary Advisory Committees. Develop a course for teacher assistants and their supervising teachers, to be taken as a team which would jointly train them in techniques of communication, classroom management, and instructional planning.

RECOMMENDATIONS FROM MEMBERS OF THE FUTURE TEACHERS INSTITUTE ADVISORY COMMITTEE

1. That the Los Angeles Mission College initial cohort groups (formed of students needing and taking the same class, "Spanish Reading Through Language Arts,") should not be reassigned by class standing, but continue as a cohort group and be provided with a series of common workshops and social/networking engagements to keep the original cohort group viable. "Spanish Reading Through the Language Arts" as proposed by Los Angeles Unified School District and developed by Los Angeles Mission College, could be the prescribed class that forms the cohort group.

2. That the Los Angeles Unified School District acknowledge, with pay incentives, the accomplishment of a Certificate Program, and Associate in Arts Degree. This gives financial rewards and added prestige to the accomplishment of these intermediary goals on the way to a teaching credential.

3. That California State University Northridge look into the Child Development curriculum to see what changes would be necessary for Child Development to be accepted as a waiver program. It is accepted as a waiver program at California State University, Los Angeles.

4. That the Los Angeles Unified School District develop plans to address the immediate need of "adequate planning time" between the teacher assistant and the teacher. A specific plan needs to be implemented at each region. Should teacher assistants have additional planning time added to their contracts?

5. That Los Angeles Mission College and California State University Northridge explore the feasibility of offering a one unit course that addresses current issues. These workshops entitled, "Current Issues In...," would offer current topics and practical implementation techniques. The course outline would state that the issues would be changing current topics.

6. That the Los Angeles Unified School District recognize that the teacher assistants will want to implement what they are learning in their college classes. How will the issue be resolved if a supervising teacher ignores the contributions that a trained teacher assistant can offer.

7. That Los Angeles Mission College and California State University Northridge incorporate into their curriculum a class or workshop that prepares teachers to work with paraprofessionals. These courses in continuing education could be offered so that teachers qualify for credits on the pay scale as designed in a joint agreement between the educational institutions that will be offering the class/workshop and the teacher assistants' .employer.

8. That the Los Angeles Unified School District recognize the need for the supervising teacher to have training in supervising paraprofessionals.

9. That Los Angeles Mission College and California State University Northridge formulate early intervention classes and workshops to give information and instruction to participants of the **Future Teachers Institute** regarding passing the National Teacher Examination.

10. That the Los Angeles Unified School District defines the responsibilities of the supervising teacher in regard to their teacher assistant and conducts in-house staff development sessions to acquaint teachers regarding the law and job descriptions pertaining to teacher assistants.

11. That Los Angeles Mission College and California State University Northridge make recommendations to the State to accept Child Development as a waiver program.

12. That the Los Angeles Unified School District have a teacher assistant appreciation day if they have a teacher appreciation day.

13. That California State University Northridge look into having Child Development have department status at the University.

14. That the Los Angeles Unified School District make written commitments addressing the issue of recognizing the Certificate Program with a pay differential for completion of Teacher Assistant Certificate and/or a Teacher Assistant Associate in Arts Degree. The pay incentives could be patterned after the teacher pay scale or the Basic Bilingual Differential. The two track system now in force at the Los Angeles School District has not been given enough publicity. It is a positive step, but it does not go far enough since it doesn't address the issue of the Certificate and the Associate in Arts Degree. Encouragement must be given to completion of educational programs, not just completion of units. The Los Angeles Unified School District needs to acknowledge that professional advancement of teacher assistants is a shared responsibility of the Teacher Assistant and the Unified School District.

15. That the Los Angeles Mission College track participants of the **Future Teachers Institute** by having annual personal interviews. At the interviews goals and accomplishments will be discussed. Grades will be reviewed and support services offered.

16. That a consistent term be defined to be used statewide in identifying paraprofessionals in the education field. Some terms already in use include teacher assistant, teacher aide, para-educator and paraprofessional.

17. That the Los Angeles Unified School District keep the teacher assistants on the payroll (as paraprofessionals, for the number of hours they had been working the prior semester or an average of the past several years) when they do their two semesters of student teaching. The participants of the **Future Teachers Institute** probably can not afford to be unemployed while they complete their student-teaching requirements, and there may not be emergency or intern positions available when they reach this stage.

RECOMMENDATIONS REGARDING THE OVERALL PROJECT

Request for Continued Funding of the Future Teachers Institute.

Because of the changing student populations in California, the changing curriculum needs of school districts, and the diminishing supply of qualified bilingual teachers, the **Future Teachers Institute** seeks additional funding to carry out the aims of Senate Bill 156/89. With additional grant funding Los Angeles Mission College - **Future Teacher Institute** will be able to:

I. Provide the project with a project director, support personnel and supplies which would enable the project to track participants and gather statistics and data and secure written agreements which would define the tracking arrangements with California State University Northridge and Los Angeles Unified School District. The agreements would provide for annual tracking of participants for a specific number of years.

II. Establish the Curriculum and Salary Advisory Committees with Los Angeles Unified School District and Los Angeles Mission College.

III. Make additions and modifications to courses at Los Angeles Mission College incorporating the suggestions of the "Teacher Assistant Associate in Arts Degree Curriculum Committee" that working paraprofessionals need a curriculum that integrates their current jobs into a teaching skills practicum.

IV. Offer workshops and/or classes conducted by California State University Northridge, Los Angeles Unified School District and Los Angeles Mission College faculty and staff.

V. Develop a workshop course, entitled "A Practicum - Working with Paraprofessionals," for teachers and teacher assistants for which a stipend is offered. The course outline would incorporate a panel discussion of paraprofessionals and teachers in the K-12 Unified School District. The course would be open to teams of the supervising teacher and the paraprofessional.

VI. Conduct on-going training sessions for advisors, counselors and other appropriate department chairs at Los Angeles Mission College and California State University Northridge to acquaint them with the concepts and goals of the **Future Teachers Institute**.

VII. Plan and implement workshops for the participants of the **Future Teachers Institute**. Suggested topics include: Test Taking Strategies, CBEST Preparation, NTE Preparation, Writing Techniques, Children at Risk, Technology, Steps for Success, Math Manipulatives and Curriculum, Thematic Approach to the Curriculum.

VIII. Coordinate efforts at the University to look into having Special Education as part of the Interdisciplinary Major of Child Development or an independent major; having Child Development as a Credential Waiver Program; and having support services defined and operational.

IX. Offer stipends to participants of the **Future Teachers Institute** who complete the Certificate Program and meet determined criteria as they continue studies for their Associate in Arts Degree.

X. Provide funds to facilitate the existing cohort groups. The money would provide for staff, speakers, postage, telephone, printing, and supplies to maintain the existing program and to recruit new participants which will allow for expansion of the program. This expanded program will prepare future teachers which helps meet the growing demand for bilingual and special education teachers.

XI. Monitor the progress of the participants of the cohort groups and provide information, counseling, support and motivation to ensure their success by staying in school and achieving their goals.

XII. Implement the recommendations made by the project's advisory committee.

XIII. File the need with the State of California for well trained teacher assistant and future teachers.

Appendices

* **Agenda/Minutes/Letters/Handouts**

* **Articulation Agreements**

* **Associate in Arts Degree**

* **Career Ladder**

* **Committees**

* **Correlation Chart**

* **Courses/Workshops**

* **Documents**

  Los Angeles Unified School District
    - **-Bilingual Differential and Testing**
    - **-Degree/Non Degree Track**
    - **-District Intern Program**
    - **-Job Descriptions**
    - **-Teacher Salary Schedule**

  California State University Northridge
    - **-Child Development - CSULA and CSUN**
    - **-Credential Programs**
    - **-Single/Multiple Subjects Waiver Program**
    - **-Standards of Quality - Waiver Program**
    - **-Testing - National Teachers Exam (Passing Rate)**

* **Evaluations**

* **Surveys**

APPENDIX "A"

AGENDA/MINUTES/LETTERS/HANDOUTS

ADVISORY MEETINGS

May 29, 1991

COHORT GROUPS - PARTICIPANT MEETINGS

February 27, 1991 - Orientation
March 6, 1991 - Enrollment
June 6 and 12, 1991 - Individual Education Plans

COMMUNITY COLLEGE INTERNAL TEAM MEETINGS

January 31, 1991 - General Planning
February 28, 1991 - Leadership Committee
March 26, 1991 - A.A. Degree/Option Planning
April 8, 1991 - Revisions
April 24, 1991 - Approval

K-12 UNIFIED SCHOOL DISTRICT TEAM MEETINGS

February 8, 1991 - Initial Planning
February 21, 1991 - Urgent Need
February 26, 1991 - Develop Course
March 13, 1991 - Needs
March 19, 1991 - Needs/Courses
April 19, 1991 - Workshops
April 24, 1991 - Correlation Chart Discussed
May 8, 1991 - Correlation Chart Finalized

UNIVERSITY TEAM MEETINGS

February 11, 1991 - General Planning
February 21, 1991 - Articulation Agreements
March 22, 1991 - Details of Agreements Liberal Studies
April 11, 1991 - Details of Agreements Child Development
May 24, 1991 - Discussion, Special Education

ADVISORY MEETING

May 29, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

May 3, 1991

Dr. Leo Krzywkowski
Associate Dean of School of Education
California State University, Northridge
18111 Nordhoff St.
Northridge, CA 91330

Dear Dr. Krzywkowski,

As Associate Dean of School of Education at California State University, Northridge, your ideas and suggestions would make an invaluable contribution to our project entitled, Future Teachers Institute. I would like to invite you to participate at our advisory meeting set for Wednesday, May 29, 1991 at 3:30 p.m. at 1437 San Fernando Rd., San Fernando, CA 91340, in the Vocational Arts Building Room 7. Parking for the meeting is available adjacent to the restaurant, "Jungle Style Chicken", located at San Fernando Road and Huntington Street.

The Future Teachers Institute is a planning grant that Los Angeles Mission College received from the State of California as part of Senate Bill 156/89. The Teacher Assistant Associate of Arts Degree program set forth in this bill is intended as an incentive to instructional paraprofessionals to complete education and training that would lead to a teaching credential.

Part of the goal of this project is for Los Angeles Mission College to develop a close working relationship with the Los Angeles Unified School District and California State University, Northridge in the identification of specific needs, concerns and support services essential to the participants in the Future Teachers Institute.

The ideas generated at this advisory meeting will be an integral part of our planning for future semesters and a vital resource as we make recommendations to the State Legislature for implementation and replication of this project. The Future Teachers Institute would be honored with your attendance at this meeting.

Sincerely,

Gayle D. Brosseau, Coordinator
Future Teachers Institute

letter.91.22

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-82

May 21, 1991

Dr. Leo Krzywkowski
Associate Dean of School of Education
California State University of Northridge
18111 Nordhoff St.
Northridge, CA 91330

Dear Dr. Krzywkowski:

As previously announced, the Future Teachers Institute advisory meeting is scheduled for Wednesday, May 29, 1991 at 3:30 p.m. in the Vocational Arts Building, room 7, 1437 San Fernando Rd., San Fernando, CA 91340. Parking for the meeting is available adjacent to the restaurant, "Jungle Style Chicken", located at San Fernando Road and Huntington Street.

The staff of the Future Teachers Institute looks forward to meeting with you on May 29, as we work together to share ideas and concerns regarding the formulation of a comprehensive career ladder which provides educational milestones for future teachers.

To help us plan for this meeting please, RSVP to (818) 365-8271 ext. 270.

Sincerely,

Eloise Cantrell
Future Teachers Institute, Project Director

Gayle D. Brosseau
Future Teachers Institute, Coordinator

GDB/ao

May29rem.13

AGENDA

Advisory Committee
Wednesday
May 29, 1991
3:30 p.m.
Los Angeles Mission College
Vocational Arts - Room 7

I. Introductions

II. Overview of Future Teachers Institute

III. Status Report

IV. Issues - Open Discussion

V. Evaluation

OPEN DISCUSSION

ISSUES FOR CONSIDERATION

Advisory Meeting
May 29, 1991

1 Should cohort groups be heterogenous groups?

2 How can the level of communication between teacher assistants and their supervising teachers be elevated?

3 Should a Child Development major be included in the waiver program which waives the required passage of the National Teachers Exam.

4 Should Special Education be established as a major or as an option of the Child Development major? (Example: B.A. Communication Disorders)

5 How should participants of Future Teacher Institute be tracked and for how long?

6 What would the value be of a creating a standing advisory committee for current curriculum issues that could be incorporated into a course entitled, "Issues In?". Who would serve on this committee?

7 Which comes first? Research in the college institutions showing more effective teaching models, or a evident need in the schools which in turn create seminars and workshops for teachers? Is it a combination of both?

8 Do college students make use of the counseling advisement provided at the colleges?

9 Suggestions for workshops

10 What is the value of teachers and teacher assistants attending workshops as a team?

Minutes

Advisory Committee

May 29, 1991
Los Angeles Mission College
Vocational Arts Building - Room 7

I. Los Angeles Unified School District is decentralizing and restructuring
   A. Regions will have more autonomy

II. Representatives from Region E and F felt a great deal was achieved working with Mission College on this worthwhile project. New perspectives of educational institutions were formed.

III. Homogeneous/Heterogeneous Grouping of Cohort Groups
   A. Experience of the Special Education Department at CSUN shows that there are benefits to a heterogeneous grouping of cohorts.
      1. Experience at CSUN, Special Education Grant Project, shows that homogeneous grouping of cohorts by educational status becomes a heterogeneous group by the end of the first year. This turned out to be a advantage because the advanced members became mentors for the other members of the group. An "If I can do it so can you!" attitude developed. The more advanced students became an inspiration to the newcomers and proved that goals can be accomplished. The heterogeneous group continued to function as a cohort group, offering encouragement and support to the members that were not moving at the same rate. In fact, the heterogeneous group proved to have a positive influence because members offered "internal advisement."
   B. "Cohort groups provide excellent support" was the consensus of the members of the advisory committee who had personal experience with this concept.

   C. The members of the cohorts groups of the Future Teacher Institute are enrolled in the same class, "Spanish Reading through the Language Art", but they have varying educational status. There are 104 initial participants in the Future Teachers Institute divided into three cohort groups: one group of 32, one group of 41, one group of 31.
      1, Individual Education Plans will be developed with each participant of the Future Teachers Institute.

D. Meet the Participants of the Future Teachers Institute.
  1. Members of the advisory committee are invited to observe the class, "Spanish Reading through the Language Arts."
  2. Members of the advisory committee are invited to the Pot Luck Social, June 10 from 5p.m. to 8p.m. at the home of the project director.

IV. CSUN
  A. Is developing plans for a support system for members of the cohort groups.
    1. Mentor program
    2. Identify teacher candidates as undergraduates get into support system early
    3. An additional support group available through the Bilingual/Multicultural advisors
    4. Equity Committee Support Group
      a. two meetings per semester: social/informational
      b. dinner/speaker
      c. networking opportunities
        (1) meet faculty
    5. The support services and the opportunities for students to meet faculty defuses the apprehension of teacher assistants toward college classes.

V. Suggested Resource People
  A. Jeanne Ramos - LAUSD - Curriculum Math
  B. Elias Ramos - CSUN - Bilingual Issues
  C. Richard Masceras - Behavior Management

VI. Discipline/Classroom Management

  A. Each school develops their own policy (shared decisions making policy)
  B. Some schools do not have a school wide policy
  C. Hadden Elementary School has a school wide policy
    1. Uses Cander Discipline Program
    2. Students have consistent discipline
      a. from teachers
      b. from teacher assistants
      c. from lunch room supervisors
      d. from custodians
      e. from principal
    3. Builds respect for rules because consistently they are enforced with the same rewards and consequences

D. Teachers need training on classroom management skills which helps to reduce discipline problems.

E. Behavior Management Workshop - CSUN
   1. Richard Masceras
   2. RSVP to Joyce Hagen, CSUN, Special Education
   3. June 14 (check date) from 4 to 7

VII. Communication and Planning Time between teacher and teacher assistant

A. Teachers do not have any scheduled planning time with teacher assistants because the teacher assistant is employed between 8:30a.m. and 11:00a.m.. This is time the teacher is involved with the students. This problem needs to be addressed.

B. Teachers are now supervisors and need adequate training in working with paraprofessionals

C. Teachers need to be aware of the techniques and skills that the teacher assistants are learning in the classes they are enrolled in. Time for communication and sharing of ideas needs to be built into planning time.

D. Teacher Assistants would like to have the teachers give them a weekly plan. The plan is usually for teaching English reading. The teacher needs to have a plan for teaching Spanish reading for the teacher assistant.

E. What is the possibility for teacher assistants to have paid planning days or hours added to their contracts?

F. Workshop on June 8th at the home of Nancy Oda, Assistant Principal of Hadden Elementary School. Workshop topic will be teacher and paraprofessionals working together. Open invitation to members of the advisory committee. RSVP to Nancy Oda (818) 899-0244.

VIII. Motions/Recommendations from members of the advisory committee

1. That the Los Angeles Mission College initial cohort groups (formed of students needing and taking the same class, "Spanish Reading Through the Language Arts,") should not be reassigned by class standing, but continue as a cohort group and be provided with a series of common workshops and social/networking engagements to keep the original cohort group viable. "Spanish Reading Through the Language Arts" as proposed by Los Angeles Unified School District and developed by Los Angeles Mission College, could be the prescribed class that forms the cohort group.
2. That the Los Angeles Unified School District acknowledge, with pay incentives, the accomplishment of a certificate program, and

Associate of Arts degree. This gives financial rewards and added prestige to the accomplishment of these intermediary goals on the way to a teaching credential.

3. That California State University Northridge look into the Child Development curriculum to see what changes would be necessary for Child Development to be accepted as a waiver program. It is accepted as a waiver program at California State University, Los Angeles.

4. That the Los Angeles Unified School District develop plans to address the immediate need of "adequate planning time" between the teacher assistant and the teacher. A specific plan needs to be implemented at each region. Should teacher assistants have additional planning time added to their contracts?
5. That Los Angeles Mission College and California State University Northridge will explore the feasibility of offering a one unit course that addresses current issues. These workshops entitled, "Current Issues In. . .," would offer current topics and practical implementation techniques. The course outline would state that the issues would be changing current topics.
6. That the Los Angeles Unified School District recognize that the teacher assistants will want to implement what they are learning in their college classes. How will the issue be resolved if a supervising teacher ignores the contributions that a trained teacher assistant can offer.
7. That Los Angeles Mission College and California State University Northridge incorporate into their curriculum a class or workshop that prepares teachers to work with paraprofessionals. These courses in continuing education could be offered so that teachers qualify for credits on the pay scale as designed in a joint agreement between the educational institutions that will be offering the class/workshop and the teacher assistants employer.
8. That the Los Angeles Unified School District recognize the need for the supervising teacher to have training in supervising paraprofessionals.
9. That Los Angeles Mission College and California State University Northridge would formulate early intervention classes and workshops to give information and instruction to participants of the

Future Teacher Institute regarding passing the National Teacher Examination .

10. That the Los Angeles Unified School District defines the responsibilities of the supervising teacher in regard to their teacher assistant and conducts in-house staff development sessions to acquaint teachers regarding the law and job descriptions pertaining to teacher assistants.
11. That Los Angeles Mission College and California State University Northridge make recommendations to the State to accept Child Development as a waiver program.
12. That the Los Angeles Unified School District have a teacher assistant appreciation day if they have a teacher appreciation day.
13. That California State University Northridge look into having Child Development have department status at the University.
14. That the Los Angeles Unified School District make written commitments addressing the issue of recognizing the certificate program with a pay differential for completion of Teacher Assistant Certificate and/or a Teacher Assistant Associate in Arts Degree. The pay incentives could be patterned after the teacher pay scale or the Basic Bilingual Differential. The two track system now in force at the Los Angeles School District has not been given enough publicity. It is a positive step, but it does not go far enough since it doesn't address the issue of the certificate and the Associate in Arts Degree. Encouragement must be given to completion of educational programs, not just completion of units. The Los Angeles Unified School District needs to acknowledge that professional advancement of teacher assistants is a shared responsibility of the Teacher Assistant and the Unified School District.
15. That the Los Angeles Mission College track participants of the Future Teachers Institute by having annual personal interviews. At the interviews goals and accomplishments will be discussed. Grades will be reviewed and support services offered.
16. That a name change from Teacher's Aide Certificate to Para-Educator Certificate and from Exceptional Children's Teacher's Aide Certificate to Special Education Para-Educator Certificate. For some time nationally, the term paraprofessional has been preferred to aide. The statewide

paraprofessional task force has agreed on the term para-educator.

17. That the Los Angeles Unified School District keep the teacher assistants on the payroll (as paraprofessionals, for the number of hours they had been working the prior semester or an average of the past several years) when they do their two semesters of student teaching. The participants of the Future Teachers Institute probably can not afford to be unemployed while they complete their student-teaching requirements, and there may not be emergency or intern positions available when they reach this stage.

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-827

June 4, 1991

Dr. Leo Krzywkowski
Associate Dean of School of Education
California State University of Northridge
18111 Nordhoff St.
Northridge, CA 91330

Dear Dr. Krzywkowski:

On behalf of the Future Teachers Institute, I would like to thank you for attending the advisory meeting on May 29, 1991. Your participation contributed to the diversity of opinions expressed during the discussion period. This brainstorming session generated many recommendations which are recorded in the enclosed minutes.

Part of the grant for the Future Teachers Institute included an evaluation of the program. If you did not do so at the advisory meeting would you please take a moment to evaluate or make comments about the Future Teachers Institute on the enclosed form. Please return the form by June 12, 1991 to Los Angeles Mission College, Future Teachers Institute, 1320 San Fernando Rd, San Fernando, CA 91340 Attention Gayle D. Brosseau.

Sincerely,

Gayle D. Brosseau
Coordinator of Future Teachers Institute

enclosures

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COMMUNITY COLLEGE TEAM MEETINGS

January 31, 1991 - General Planning
February 28, 1991 - Leadership Committee
March 26, 1991 - A.A. Degree/Option Planning
April 8, 1991 - Revisions
April 24, 1991 - Approval

COMMUNITY COLLEGE INTERNAL TEAM MEETING

-General Planning-

January 31, 1991

AGENDA

January 31, 1991

Community College Leadership Team

I. Introductions

II. Los Angeles Mission College Awarded Grant

III. General Planning

Minutes
Los Angeles Mission College Leadership Team
January 31, 1991

In Attendance: Victoria Richart, Febronia Ross, Doris McClain, Eloise Cantrell, Gayle Brosseau

Definitions: Cohort - participants who are identified as a group and kept together as a group through this program

I. Los Angeles Mission College was one of two colleges in the state to receive the Teacher Assistant Associate of Arts Degree Planning Grant.

II. Design Committee suggestions:

III. Victoria Richart-mailing address:
1320 San Fernando Road
San Fernando, CA 91341
Doris McClain - Mission College - Child Development
Marta Sanchez- CSUN- Grant "Future Teachers Club"
Leo - CSUN - Credential preparation department
Febronia Ross-Single subject -Spanish
Eloise Cantrell
Gayle Brosseau

IV. To be done: Set meetings with CSUN and LA contacts:
: Select workshops
: Timeline
: Brochure (ideas) -chart of money differences
-dreams
: Identify leadership team at Mission
: Identify need for program
: Identify leadership at each site
: Design Survey Instrument
: Identify participants

: Date/Time/Place: matriculation

: Date/Time/Place: classes

Suggested Topics/Teachers
(1) Spanish for Native Speaker
(2) Spanish Literacy
(3) Basic Skills
(4) Remedial Math
: Date/Time/Place: workshops
Suggested Topics/Teachers
(1) College Survival Class-Marta Sanchez
(2) CSUN - Resource Center-Eloise Cantrell
(3) Reading Methods
: Suggestions for advisory council

V. Meetings set and agenda:
Feb. 6, 1991 - 9am 1437 San Fernando Road Room 7
Karen Jaye/Eloise Cantrell/Gayle Brosseau
Agenda
- Review the results of your survey
- Establish cohort groups
- Select time/date/location for matriculation
  - Discuss matriculation process
  - Number of participants
- Select time/date/location for classes
- Discuss ideas for possible workshops needed by participants
  - Topics for workshops
  - Topics for classes
- Identify possible representatives for advisory committee
- Establish meeting schedule

Feb. 11, 1991 - 11am President's Conference Room
1241 San Fernando Road
San Fernando, CA 9134
Leo Krzywkowski/Martha Sanchez/Victoria Richardt/Eloise Cantrell/Gayle Brosseau
Agenda
- Discuss articulation requirements and agreements to ensure that credit hours are transferable to a multiple subjects waiver program
- Identify design team representative
- Identify possible representatives for advisory committee from the university, community, para-professional and professional teacher organizations

- Establish dates for design team meetings(meeting schedule)

COMMUNITY COLLEGE INTERNAL TEAM MEETING

-Leadership Committee-

February 28, 1991

AGENDA

February 28, 1991
Community College Leadership Team

I. State report

II. Curriculum Council

III. "Spanish Reading Through Language Arts"

IV. Status Report

Meeting
February 28, 1991

In attendance:
Victoria Richart
Eloise Cantrell
Gayle Brosseau

I. Victoria Richart

    A. Sacramento meeting
        1. Im Obersteg
        State Department of Education
        Federal Liaison Office
        721 Capitol Mall
        P.O. Box 944272
        Sacramento, CA 94244-2720
        Phone 916-324-6548
            a. Vicky impressed
            b. Possible resource
    B. Curriculum Council
        1. passed Spanish Reading Through the Lang. Arts
        2. teacher: Renee Baez
    C. Internal Meeting- Adhoc Curriculum Committee
        1. Use design team list but:
            a. Delete Leo/Marta
            b. Add Carlie Tronto-Cluster B, Rep.
            c. Add Joanne Finck
        2. Meet after meeting with CSUN
    D. Meeting called with Superintendents of Region E and F
        1. President's conference room
        2. March 19 at 3:30 p.m.
    E. Letter to Chancellor
        1.
        2.
            a. refer career ladder
            b. Inter. General Ed. Transfer Core Curriculum(IGETC)
                (1) eliminate unnecessary steps
            c. CD 81 integrated into career ladder
            d. series of courses common to all options
        3.
        4. tracking - plan to do, but limited because of funds
    F. Class "Spanish Reading through Lang. Arts"
        1. Sat. class needs 8 more people
        2. Wed. class needs 12 more people
        3. Contact Emma and Karen
        4. Make folders for each participant
            a. include SS #
            b. names/addresses/phone

II. Eloise Cantrell

- A. Meeting CSUN
- B. Chancellor's letter
- C. Offer classes next fall FTI
  - 1. CD-14
  - 2. CD-15
- D. Offer classes next spring FTI
  - 1. CD-1
  - 2. CD-81

III. Gayle Brosseau

- A. Results of Student Profile Survey
  - 1. Grant - demographics

- B. Timeline
  - 1. Overall progress
  - 2. Chancellor's letter
  - 3. Status of course/teacher
    - a. give go ahead to Emma/Karen
    - b. April 27 - 2nd workshop
      - (1) LA Unified all day
      - (2) Can we give Karen Jaye any contract fees
        - (a) only if she offers a workshop

- C. Brochure
  - 1. Who is eligible for participation?
    - a. Those who have an interest.

COMMUNITY COLLEGE INTERNAL TEAM MEETING

-A.A. Degree/Options-

March 26, 1991

Los Angeles Mission College
One of the ten Los Angeles Community Colleges

INTER-OFFICE CORRESPONDENCE

Date: March 23, 1991

To: Distribution List

From: Eloise Cantrell, Project Supervisor
Future Teachers Institute

Subject: INTERNAL MEETING

On Tuesday, March 26, 1991, an Internal Meeting is scheduled to discuss and redefine the Bilingual Bicultural AA Certificate. Also, to be addressed, are the Transfer Options that will assist Future Teacher in achieving their educational goals.

The meeting will be held at the Vocational Arts Building, Room 7 from 11:00 A.M. to 12:30 P.M.

Thank you for your cooperation.

EC:ao

Distribution List:

✓C. Tronto
✓D. MaClain
✓F. Ross
J. Flink –
R. Báez
S. Ritcheson ✓
V. Richart
G. Brosseau
Memos.91.1

Los Angeles Mission College

One of the ten Los Angeles Community Colleges

TER-OFFICE CORRESPONDENCE

S.

Date: March 25, 1991

To: Victoria Richart, Feb Ross, Carlie Tronto,Doris McClain, Joanne Flink,Galye Brosseau

From: Eloise CAntrell Future Teachers Institute Project Director

Subject: Meeting to discuss the necessary changes in the options for the Teacher Assistant program.

After meeting with the articulation officer at CSUN and the faculty in the teacher preparation department at CSUN L.A. Mission college needs to make a few changes in the requirements of the various options offered in the bilingual/bicultural teacher's assistant program, child development option for transfer,and those options that fit into the transfer liberal studies teacher preparation track program. It is timely since we must also be revising our catalogs for the coming year. I would like to present the draft program changes to the next curriculum meeting on March 28, 1991. In order to accomplish this task we all need to meet to discuss the recommendations given to us on March 22, 1991 at CSUN. If at all possible I would like to hold the meeting in Vocational arts # 7 at 1:30 p.m. Tuesday March 26. I am sorry for the late notice, but this is the only time when all members listed above should be able to attend. If this is impossible for you, an alternative time on Wednesday might be possible in the late afternoon. Please try to make a sacrifice for the Tuesday meeting if possible so we will have time to prepare for the thursday meeting. Thanks.

Eloise EC.

AGENDA

March 26, 1991

LAMC Internal Design Meeting

I. Discussion
   - A. Option III - Liberal Studies Major
   - B. Option IV - Child Development Major
   - C. Option V - Single Subject Major
   - D. Option VI - Intern Program

II. Development of Options IV, V

III. Next meeting date

Minutes
Internal AA Degree Committee
March 26, 1991
11:00 a.m.
Room 7
1437 San Fernando Road
San Fernando, CA 91341

In attendance:
Brosseau, Gayle - Coordinator, Future Teacher Institute
Cantrell, Eloise - Director, Future Teacher Institute
Flink, Joanne - Counselor, Transfer Specialty
McClain, Doris - Curriculum Council
Ross, Febronia - Cluster A Chair
Tronto, Carla - Cluster B Chair

I. Present transfer suggestions made by CSUN for Liberal Studies Major and Bilingual/Bicultural AA Degree
   A. Meets new Liberal Studies Major
   B. Will accept Chicano 37 if it has a prerequisite of English 101
   C. Will not accept Chicano 47
   D. Do we offer History 27? This is transferable
   E. CSUN will accept Spanish 3 or higher for transfer 1.
      Spanish 1 or 2 can count for certificate program
   F. CSUN wants it noted in our catalog which classes are required for an AA degree, but not required by CSUN for the major.

II. Child Development Major transfer
   A. Meet with Edythe Margolin, CSUN in April to develop articulation agreements
   B. Child Development at CSUN has been accepting 18 units (12 units child development, 3 units statistics, 3 units psychology)
      1. not a formal articulation agreement

III. Pilot Program
   A. On site registration of transfer students to CSUN
   B. Streamlines the process

IV. Joyce Hagen, CSUN - Chair Special Education Grant
   A. Develop transfer sequence with her
   B. Future funds by working together/Special Education with a bilingual option in the Future Teachers Institute
   C. Received Sp. Ed. Grant - students receive stipends

COMMUNITY COLLEGE INTERNAL TEAM MEETING

-Revisions-

April 8, 1991

AGENDA

April 8, 1991

Community College Leadership Team

I. Introductions

II. Overview of Future Teachers Institute

III. Review Teaching Assistant Associate in Arts Degree

Minutes

LAMC Internal AA Degree Committee
April 8, 1991
President's Conference Room

In Attendance:

Brosseau, Gayle - Coordinator, Future Teachers Institute
Cantrell, Eloise - Director, Future Teachers Institute
Conrad, Nancy - Director of Research Planning and Analysis
Dexter, Kelly - Assistant Research Analyst
McClain, Doris - Curriculum Chair Committe
Richart, Victoria - Dean of Academic Affairs, LAMC
Ross, Febronia - Cluster A- Chairperson

I. Overview of Future Teachers Institute Grant
  A. Growing demand for teachers
  B. Emphasis on a solid transfer program to CSUN
  C. Los Angeles Unified School District will provide input for what type of training the aides need
    1. Modifications to existing courses to meet L.A. Unified needs
    2. Created a 99 course "Spanish Reading through the Language Arts"
  D. Para-professional/mentor program

II. Education Aide/Teacher's Assistant AA Degree had State approval
  A. Can make minor changes
  B. Can include a bilingual/bicultural option
  C. Can include a child development option
  D. Can include a single subject option
    1. Will not require additional approval for options
    2. Certificates do not require State approval

III. Federal Guidelines for State Approval
  A. Demonstrate reason and purpose
  B. Needs Assessment
    1. How many aides does Los Angeles Unified employee
    2. How many additional aides needed?
    3. Do the aides have sufficient training?
  C. Advisory meetings-Need for program demonstrated
  D. Does the degree fit in with the College Mission?
  E. What are the projected costs
    1. Current staffing needs
    2. Projection of staffing needs as students continue in program
    3. How many sections needed?
      a. How many part-time students
      b. How many full-time students
    4. What support services needed
      a. For Future Teacher Institute to continue additional funds are necessary
    5. Are laboratory facilities needed?
  F. Definition of sequence of courses

IV. State's goal is reduction and consolidation

V. State is developing new procedures for approval

COMMUNITY COLLEGE INTERNAL TEAM MEETING

-Approval-

April 24, 1991

AGENDA

April 24, 1991

Community College Leadership Team

I. Teacher Assistant Associate in Arts Degree

II. Future Teacher Institute Workshops

III. Cohort Grouping

MINUTES

Los Angeles Mission College Internal Committee
April 24, 1991

In attendance:

Brosseau, Gayle - Coordinator, Future Teachers Institute
Cantrell, Eloise - Project Director, Future Teachers Institute
Richart, Victoria - Dean Academic Affairs
Ross, Febronia - Cluster A Chair

I. Include "Spanish Reading through the Language Arts" as elective in options for Future Teacher Institute

II. CSUN suggested "Chicano 37" needs a prerequisite of 101
    A. This item needs to be on the agenda for curriculum council to review as course change
    B. Mr. Resendez said some students in this class "Chicano 37" are not reading at the appropriate level
    C. Enrollment could be impacted if 101 is required prerequisite

III. Ask in LAUSD wants to supply the teachers for workshops that fill the needs of LAUSD
    A. Units would not transfer to university

IV. Present cohort groups need to be redefined for fall and then keep as cohort group

V. Have Los Angeles Unified School District respond in writing about feed back of the "Spanish Reading through the Language Arts."

K-12 UNIFIED SCHOOL DISTRICT TEAM MEETINGS

February 8, 1991 - Initial Planning
February 21, 1991 - Urgent Need
February 26, 1991 - Develop Course
March 13, 1991 - Needs
March 19, 1991 - Needs/Courses
April 19, 1991 - Workshops
April 24, 1991 - Correlation Chart Discussed
May 8, 1991 - Correlation Chart Finalized

K-12 SCHOOL DISTRICT TEAM MEETING

-Initial Planning-

February 8, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

owell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

February 1, 1991

Mrs. Karen Jaye
Administrative Region E
6621 Balboa Blvd.
Van Nuys, CA 91406

Dear Karen,

The first planning meeting for the implementation of the Future Teachers Institute is scheduled for Wednesday, February 6, 9:00 am at Mission College, 1437 San Fernando Road, Room 7.

During the meeting we will:

- Review the results of your survey
- Establish cohort groups
- Select time/date/location for matriculation
- Select time/date/location for classes
- Discuss ideas for possible workshops needed by participants
- Identify possible representatives for advisory committee

Please bring a copy of the survey that you used to select the participants of the cohort groups; a list of names, addresses and phone numbers of the identified participants; and possible dates/times/locations for initial assessment of participants and scheduling of classes. Any recommendations of possible representatives from the elementary, junior and senior high school would be helpful.

The members of the Future Teachers Institute look forward to meeting you and working together on this exciting project.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-827

February 5, 1991

Mrs. Emma Wilson
Administrative Region F
Burton Street School
8111 Calhoun Ave.
Panarama City, CA 91402

Dear Emma,

The first planning meeting for the implementation of the Future Teachers Institute is scheduled for Friday, February 8, 8:30am at Mission College, 1437 San Fernando Road, Room 7.

During the meeting we will:

- Review the results of your survey
- Establish cohort groups
- Select time/date/location for matriculation
- Select time/date/location for classes
- Discuss ideas for possible workshops needed by participants
- Identify possible representatives for advisory committee

Please bring a copy of the survey that you used to select the participants of the cohort groups; a list of names, addresses and phone numbers of the identified participants; and possible dates/times/locations for initial assessment of participants and scheduling of classes. Any recommendations of possible representatives from the elementary, junior and senior high school would be helpful.

The members of the Future Teachers Institute look forward to meeting you and working together on this exciting project.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Agenda 1

Los Angeles Unified/Mission Team
Future Teachers Institute
February 8, 1991
8:30 a.m.
Los Angeles Mission College
Room 7
1437 San Fernando Road
San Fernando, CA 91341

- **Introductions**

  Eloise Cantrell, Project Director - Future Teachers Institute
  1320 San Fernando Road
  San Fernando, CA 91341
  (818) 365-8271 ext 256
  (818) 3666737 home

  Emma Wilson, Representative - Region F
  Principal, Burton Street School
  Burton Street School
  8111 Calhoun Ave.
  Panarama City, CA 91402
  (818) 908-1287

  Karen Jaye - Representative - Region E
  Instructional Adviser
  Administrative Region E
  6621 Balboa Blvd.
  Van Nuys, CA 91406
  (818) 997-2490

  Gayle Brosseau, Coordinator - Future Teachers Institute
  Los Angeles Mission College
  1320 San Fernando Road
  San Fernando, CA 91341
  (818) 365-8271
  (805) 526-6631

- **Review the results of survey**
- **Establish cohort groups**
- **Select time/date/location for registration and matriculation**
- **Select time/date/location for classes**
- **Discuss ideas for possible workshops needed by participants**
- **Identify possible representatives for advisory committee**
- **Establish next meeting date**

Future Teachers Institute
Minutes
February 8, 1991

In Attendance: LA/Mission Team

Baez, Renee
Brosseau, Gayle
Cantrell, Eloise
Wilson, Emma

To Do:

Name	To Do Item	Date Completed
Gayle	Make calendar of classes for the participants.	
Gayle	Give blank copy of survey to Emma, Eloise and Karen.	
Gayle	Call Karen/Emma are dates/time/locations cleared with superintendent	
Gayle	Tabulate results of survey Review results and copies to LA/Mission team members	
	Establish cohort groups	
Gayle	Get Karen a copy of Mission college catalog.	
Emma Renee	Meet to formulate the lesson plans for Spanish 14 (Spanish for Public Service Personnel)	
Renee	One sheet description of Spanish 14 Outline given to participants at orientation	
Renee	Name of gentleman who established Future Teachers Group	

Name	To Do Item	Date Completed
Gayle to Eloise	Blanca Cerrillos is available to be at orientation as motivation speaker/Can we get release time for her so she can be there at 3:00 - if not she can't be there before 3:30. 818-982-5829 home 11137 Sherman Way Apt. #2 Sun Valley, CA 91352 work: 818 367-1944 Hubbard Elementary 13325 Hubbard St. Sylmar, CA 91342	
Gayle	Copy of Region E & F school calendar	
	Maps/directions/addresses for class/workshop site locations	

I. Additions/Corrections
    A. Renee's extension is 267 or 268
    B. Gayle's extension 307

II. Survey respondents are very enthusiastic about program
    A. 153 aides are interested from Region E & F
III. Aides are now in a union
    A. two tracks
        1. 12 units per semester (more money and benefits are incentives)
        2. one class per semester (less pay)
IV. Spring break
    A. LA schools - April 8
        1. some LA schools are year round
    B. Mission - April 1
V. Aides have a lot of responsibility even if they are not trained
    A. Mission college has course CD 81
        (1) students learn to write objectives and lesson plans
        (2) classroom observation
    B. Aides need instruction in literature based programs
        1. Renee interested in teaching this
    C. Aides need communication time with teacher
        1. set weekly meeting with teacher 1/2 hr before start of school day
        2. planning time may be necessary with release time
    D. Aides need class "Teaching Reading in Spanish"

        1. Need scope/sequence/
        2. Using core literature

VI. Spanish 14 "Spanish for Public Service Personnel" pg. G32 Mission College Catalog will be the course offered this spring semester for participants
   A. Location:
      1. Region F - Saturday morning class 9am-12noon
      2. Region E - Wednesday 3 - 5
   B. 3 units
   C. 48 hours of instruction (16 week course)
      1. 15 classes
      2. one workshop required
      3. one workshop extra credit/make up
      4. Schedule - Region E

Date	Description	Time	Location
February 7	Orientation Matriculation	3pm-6pm	Burton Street School 8111 Calhoun Ave. Panorama City, CA 91402
March 6	Class-Spanish 14	3pm-6pm	Burton Street School
March 7	Workshop - CSUN Learning Center	4pm-7pm	CSUN - Student Union Bldg. (get address)
March 13	Class	3pm-6pm	Burton Street School
March 20	Class	3pm-6pm	Burton Street School
March 27	Class	3pm-6pm	Burton Street School
April 3	Class	3pm-6pm	Burton Street School
April 10	Class	3pm-6pm	Burton Street School
April 17	Class	3pm-6pm	Burton Street School
April 24	Class	3pm-6pm	Burton Street School
May 1	Class	3pm-6pm	Burton Street School
May 8	Class	3pm-6pm	Burton Street School
May 15	Class	3pm-6pm	Burton Street School
May 22	Class	3pm-6pm	Burton Street School
June 29	Class	3pm-6pm	Burton Street School
June 5	Class	3pm-6pm	Burton Street School
June 12	Class	3pm-6pm	Burton Street School

Schedule - Region F

Date	Description	Time	Location
February 27	Orientation Matriculation	3pm - 6pm	Burton Street School 8111 Calhoun Ave. Panarama City, CA 91402
March 7	Workshop	4pm - 7pm	CSUN - Student Union Bldg. (get address)
March 9	Class-Spanish 14	9am - 12noon	Burton Street School
March 16	Class	9am - 12noon	Burton Street School
March 23	Class	9am - 12noon	Burton Street School
March 30	Class	9am - 12noon	Burton Street School
April 6	Class	9am - 12noon	Burton Street School
April 13	Class	9am - 12noon	Burton Street School
April 20	Class	9am - 12noon	Burton Street School
April 27	Class	9am - 12noon	Burton Street School
May 4	Class	9am - 12noon	Burton Street School
May 11	Class	9am - 12noon	Burton Street School
May 18	Class	9am - 12noon	Burton Street School
May 25	Class	9am - 12noon	Burton Street School
June 1	Class	9am - 12noon	Burton Street School
June 8	Class	9am - 12noon	Burton Street School
June 15	Class	9am - 12noon	Burton Street School
	Workshop		
	Picnic/Tour		

* Please report number of students attending to Eloise Cantrell (818) 365-8271

K-12 SCHOOL DISTRICT TEAM MEETING

-Urgent Need-

February 21, 1991

Agenda

Future Teachers Institute
February 21, 1991
11:30 a.m.
Los Angeles Mission College
Room 7
1437 San Fernando Road
San Fernando, CA 91341

I. Opening Remarks - Eloise Cantrell

  A. Design team representative from L.A. Unified

II. Reports

  A. Gayle Brosseau - Results of survey

  B. Renee Baez - Progress on course outline for class scheduled to start Wed. 3/6/91 and Sat 3/9/91

III. Action items

  A. Input: *Classes
    1. course activities to be taught to cohort groups
    2. instructor selected for both series
    3. evaluation tool for classes and workshops

  B. Input: *Educational Objective and Student Profile Survey (What items needed on student profile?

  C. Input: *Define & clarify available networking and support services from L.A. Unified
    1. counseling
    2. financial aid
    3. networking
    4. shadows / mentors

  D. Input: *Ideas for tracking participants

IV. Next Meeting Date

MINUTES

February 28, 1991

LAUSD/Mission Team

I. Conference on Literacy - March 16

II. "Spanish Reading Through Language Arts"
Teacher must have masters degree

III. Dates are cleared - ready to begin class
Cost 5.00 per unit

IV. Teachers union provides support services also

V. Next meeting date: 3/13/91

K-12 SCHOOL DISTRICT TEAM MEETING

-Develop Course-

February 26, 1991

AGENDA

February 26, 1991

LAUSD/MISSION Leadership Team

I. LAUSD Concerns

II. "Spanish Reading Through Language Arts"

III. Workshops

Minutes
LA/Mission Team
February 26, 1991

In Attendance:
- Baez, Renee
- Brossesu, Gayle
- Jaye, Karen
- Wilson, Emma

Next Meeting date: March 13, 10:00 a.m. to continue discussion of class activities of Spanish Reading Through the Language Arts

L.A. Unified Concerns

- Does Mission have classes or workshops that address the needs of the working para-professional particularly in the bilingual classroom for the participants of the cohort group.
  - Bloom's taxonomy needs to be applied to core literature
  - Introduce and explain a variety of techniques used by classroom teachers
- Recommendation: purchase of sets of core literature books for future classes in "Teaching Spanish Reading through the Language Arts"(30 book per set of 1 title at $16. per book - 6 titles) or (15 books per set and 12 titles).
- Potential speakers or workshop instructors
  - -Margaret Nelson
  - -Jeanne Ramos, L.A. Unified
  - -Dr. Elias Ramos,
  - -Dr. Marta Sanchez, CSUN
  - -Bobbi Dominguez
  - -Karen Jaye, Instructional Advisor, Region E,
- Will the class model the following concepts?

Karen Jaye - Instructional Advisor, Region E, Los Angeles Unified School District

Class: **Spanish Reading through Language Arts** - Session 1

I. Sponge Activity: As students come in there will be three blank posters on the wall. What do the students want to learn in this class. Take posters down.

II. Introduction
   A. Self
   B. Concept of Future Teachers Institute
   C. Class - Spanish Reading Through the Language Arts

III. Icebreakers- Concept: "Jigsaw" (get students to talk to one another - will help to cement cohort group with emotions and knowledge of one another)
   A. 8 Groups of 4
   B. Time approx. 1/2 hour

IV. 6 posters - Topics of Class
   A. Students come up and write what they know about the topic on the poster
      1. critical thinking
      2. reading
      3.
      4.
      5.
      6.
   B. Time approx. 10 minutes

V. Look up facts about topics in book resources

VI. State Goals / Philosophy

VII. Put charts back up (is it covered here or do we need to add)
   A. Keep charts to compare to last class

VIII. Reading related activity regarding literature
   A. talk
   B. write about a piece of literature
   C. Explain what "core" literature is
      1. compare core literature to golden books
      2. show exemplary works of children's literature

IX. End session by giving piece of literature

Class: **Spanish Reading through Language Arts** - Session 2

I. Review (10 minutes)

II. Introduce a piece of literature/Title: ?Turtles? (self image & language arts)
  A. Motivation
    1. turtle questions
      a. had as pet
      b. what color
      c. etc
    2. Core literature all students feel self-worth
      a. goal: to preserve and build self worth of students
  B. Directed Reading
    1. many ways
    2. many reading levels

III. Activities - divide by weeks

  A. Clusters
    1. Jobs in groups
      a. Encourager
      b. Reporter
      c. Recorder
      d. Keeps group on track
    2. Eight groups of 4
      a. Each group reads a passage
      b. Reporter - tells the other groups what the pages that their group read were about
        (1) when each group is finished all students have a whole picture of what the story is about
  B. Brainstorming
  C. Coral Reading

K-12 SCHOOL DISTRICT TEAM MEETING

-Identify Curriculum Needs-

March 13, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

owell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 4, 1991

Ms. Karen Jaye
Administrative Region E
6621 Balbca Blvd.
Van Nuys, CA 91406

Dear Karen,

The orientation meeting of the Future Teachers Institute was a successful overview of the project we are coordinating with the L.A. Unified School District, California State University, Northridge and Los Angeles Mission College. I would like to thank you for your contribution to the meeting, which helped foster an enthusiastic response from the participants.

All participants of the Future Teachers Institute will meet on Wednesday, March 6, 1991 at 3:00 p.m. at Oxnard Elementary School for completion of enrollment. Announcements will be made at that meeting regarding starting class dates, workshop dates and spring break dates. In order to hold both the Wednesday and Saturday classes we will need approximately twenty more participants.

Our next meeting of the L.A. Unified and Mission College team will meet on Wednesday, March 13, at 10:00 a.m. at Mission College, 1437 San Fernando Road, Room 7. We will continue to discuss the details of the class, Spanish Reading through the Language Arts.

You are invited to a meeting that has been set for March 19 at 3:30 p.m. at Mission College in the President's Conference Room, 1241 San Fernando Road. This meeting will explain the Future Teacher Institute grant which Mission College received.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Director

cc: Eloise Cantrell,
Project Supervisor

Agenda

Future Teachers Institute
March 13, 1991
10:00 a.m.
Los Angeles Mission College
Room 7
1437 San Fernando Road
San Fernando, CA 91341

Group: L. A. Unified/Mission Team

I. Objectives of meeting - Eloise Cantrell

II. Reports

- A. Conference on Literacy - March 16 (213) 625-6040
    - 1. Teacher: Terry Campa
    - 2. Title: Developing Spanish Arts
- B. Bilingual ESL Conference - April 27
- C. Cohort Groups
    - 1. Three groups established
    - 2. Roster

III. Action items

- A. Input: Classes
    - 1. discussion class activities for Session 4, 5 and 6
    - 2. ideas for evaluation instrument of classes/workshops and interview sheet for participants

IV. Next Meeting Date

Minutes
March 13, 1991
LA/Mission Team

In attendance:
Baez, Renee - Instructor "Spanish Reading Through the Language Arts"
Brosseau, Gayle - Project Coordinator, Future Teacher Institute
Cantrell, Eloise - Project Director, Future Teacher Institute
Coughlin, Sara - Region Superintendent, Los Angeles Unified School District
Richart, Victoria - Dean of Academic Affairs, Los Angeles Mission College

Name	To Do Item	Date Completed
Jeanne/Eloise	Meet for discussion of techniques used in (CD) paraprofessional classes/Select dates that Jeanne could make a presentation to fall classes	
Recommendation to State	Grant with joint curriculum and teaching venture with Los Angeles Unified teacher and Mission College teacher with funds for guest lectures	
LA Unified	Job description and responsibilities from Master Plan for teacher assistant	

I Workshop Ideas
- A. Fostering communication with your Teacher Assistant
  - 1. Practical communication techniques
  - 2. Interview techniques
  - 3. Teacher assistants job description and responsibilities
  - 4. Inservice time available

II. Courses offered at Mission College for paraprofessional training leading to an AA degree
- A. Karen and Emma will review courses and offered suggestions
- B. CD - 15 Bilingual Materials and Media

III. "Reading Through the Language Arts" class ideas and suggestions
- A. Use deck of cards for number and color
- B. Students interview each other and report what learned
- C. Students report summary of what was taught
- D. Students complete a notebook of class activities
- E. Students will pay for core literature book for textbook

IV. Research on needs of participants
- A. Development survey

V. Invitation
- A. Region F - Staff Development
  - 1. April 16
    Lassen St. School
  - 2. April 19 Paraprofessional training
    Jeanne Ramos presentation
  - 3. April 27
    Holmes Jr. High - Region F.
    Time 8:00 am to 3:30 pm

K-12 SCHOOL DISTRICT TEAM MEETING

-Needs/Courses-

March 19, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 36

March 5, 1991

Mrs. Gayle Brousseau
Coordinator Future Teachers Institute
Los Angeles Mission College
1245 San Fernando Road
San Fernando, CA 91340

Dear Gayle:

I am pleased to invite you to join me at a crucial meeting regarding the Future Teachers Institute, on Tuesday, March 19, 1991 at 3:30 P.M. in the President's Conference Room (parking permits are enclosed).

As you know, we were chosen to conduct a planning grant (February-June 30, 1991) to establish an Associate of Arts program with a bilingual option for our Teacher Aides and Assistants.

We have started to work on the establishment of the Future Teachers Institute, but we have now reached a point where critical decisions need to be made at the highest levels if we are going to succeed with this project.

I urge you then, to join me on Tuesday, March 19, 1991 at 3:30 P.M.

I look forward to seeing you then.

Sincerely,

Jack Fujimoto
President

JF:aj

Enclosure

letters.91.fyi3.cont.ed.vmr

AGENDA

March 19, 1991

LAUSD/Mission Team

I. Update: "Spanish Reading Through Language Arts"

II. Two Track Program for Teaching Assistants

III. Teacher Assistant Job Skills

MINUTES

LA/Mission Team
March 19, 1991
3:30 p.m.
President's Conference Room

Name	To Do Item	Date Completed
Gayle	List of participants by region to Emma	
Gayle	Sign-in sheets for classes to Renee	
Emma	Copy of description of the two tier paraprofessional ladder to Eloise	
Eloise	Copy of descriptions of LAMC Child Development courses and/or outlines to Emma and Karen	
Karen Emma	Written list from Los Angeles Unified School District of what they need and want to be in a teacher assistant curriculum	
Renee	Keep list of issues raised by aides on back of weekly sign-in sheets	
Karen	Copy of official Teacher Assistant job descriptions to Gayle	
Karen Emma	Telephone access for Renee during her Wednesday and Saturday class	
Karen Emma	Necessary keys and access to restroom facilities	
Emma	Portable blackboard for Renee's Saturday class	
Karen	Where will the custodian be during the time of Renee's Saturday class at Oxnard School? What are the procedures for getting him after the office is closed?	
Emma	Check to see if 100 copies of core literature books can be ordered through school order and then paid for by students attending the class "Spanish Reading through the Language Arts"	

Karen	Check for availability of New Horizon-Core Literature- Spanish lesson plans for the books used in Renee's classes	

In attendance:

Baez, Renee	Instructor - Teaching Spanish Reading through the Language Arts
Brosseau, Gayle	Coordinator - Future Teacher Institute
Cantrell, Eloise	Project Director - Future Teacher Institute
Jaye, Karen	Instructional Advisor - Los Angeles Unified
Ponce, Manuel	Director - Mexican American Education Commission, Los Angeles Unified School District
Richart, Victoria	Dean of Academic Instruction - Los Angeles Mission College
Wilson, Emma	Principal - Burton Street School Los Angeles Unified School District

I. Class "Teaching Spanish Language Through the Language Arts"
   A. Students excited about classes
   B. Need portable blackboard at Burton St. School
   C. Need access to telephones at both schools
   D. Principals pleased with classes being offered at their sites
   E. Students attending particular class site for their convenience, not necessarily attending class in the region where they work
   F. Participants at Oxnard St. School
      1. 30 of 48 from Region E
      2. 18 of 48 from Region F
   G. Participants at Burton St. School
      1. 27 paid, but 34 attended
      2. Regions to be determined
   H. Renee may request a class tutor if she needs additional help
   I. Credit class - 3 absences and the student will be dropped
      1. Contact Emma or Karen if any student that is dropped
   J. Students need practical application of what they are learning. Do not need another idea book. Students have seen a wealth of materials, but they don't know how to implement them. They need the ideas, but they need to see the ideas modeled and then time to practice the techniques.

K. A few students voiced concern that they are excited about the techniques they are learning, but they don't see how they can be implemented. Some teachers expect quiet in the class because they are teaching a lesson in another part of the room. Teachers do not necessarily use these same techniques and may not approve of their use.

L. Besides inservicing the teachers about the techniques the paraprofessional is learning, a need exists to inservice principals and administrators.
    1. Demonstrate need for inservice of principals
    2. Success of program when all are inserviced

M.
    1. Order core literature books for students of this class
    2. New Horizon - Core Literature - Spanish Lesson Plans for the core books the class is using
    3. 100 copies
        a. Can they be purchased through the school order?
        b. Students can pay for their individual copy.
    4.

II. New Program for Paraprofessional
    A. Two tiers
        1. 1st tier (6 units in anything per school year)
        2. 2nd tier (units must apply to degree program)
    B. $.70 an hour difference

III. Los Angeles Unified representatives (Emma Wilson and Karen Jaye) will meet with their superintendents and provide Mission College with a **written** description of the type of skills they want taught to the paraprofessionals. What type of content do you want to see in the courses taught? What is the official job description of the paraprofessional in the L.A.U.S.D.?
    A. Fulfill requirements as employers
    B. Fulfill requirements for career ladder

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

April 15, 1991

Mr. Manuel Ponce
450 North Grand Avenue
Los Angeles, CA 90012

Dear Manuel,

The next meeting of the Los Angeles Unified School District and the Los Angeles Mission College team will be on Wednesday, April 24, at 2:30 p.m. at Mission College, 1241 San Fernando Road, President's Conference Room. We will discuss and review the areas of needs and concerns of the Los Angeles Unified School District.

Enclosed are the minutes of the meeting for March 19, 1991.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Coordinator

cc: Eloise Cantrell,
Project Director

GDB: ao

Laltrinv.3

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

April 15, 1991

Ms. Karen Jaye
Administrative Region E
6621 Balboa Blvd.
Van Nuys, CA 91406

Dear Karen,

The next meeting of the Los Angeles Unified School District and the Los Angeles Mission College team will be on Wednesday, April 24, at 2:30 p.m. at Mission College, 1241 San Fernando Road, President's Conference Room. We will discuss and review the areas of needs and concerns of the Los Angeles Unified School District.

A fax was sent on March 26, 1991, of course descriptions for Child Development 1, 3, 14, 15, 81, and 82. If you did not receive them please call us (818) 365-8271 ext. 270.

Enclosed are the minutes of the meeting for March 19, 1991.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Coordinator

cc: Eloise Cantrell,
Project Director

GDB: ao

Laltrinv.1

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

April 15, 1991

Mrs. Emma Wilson
Burton Street School
8111 Calhoun Ave.
Panarama City, CA 91402

Dear Emma,

The next meeting of the Los Angeles Unified School District and the Los Angeles Mission College team will be on Wednesday, April 24, at 2:30 p.m. at Mission College, 1241 San Fernando Road, President's Conference Room. We will discuss and review the areas of needs and concerns of the Los Angeles Unified School District.

A fax was sent on March 26, 1991, of course descriptions for Child Development 1, 3, 14, 15, 81, and 82. If you did not receive them please call us (818) 365-8271 ext. 270.

Enclosed are the minutes of the meeting for March 19, 1991.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Coordinator

cc: Eloise Cantrell,
Project Director

GDB:ao

Laltrinv.2

K-12 SCHOOL DISTRICT TEAM MEETING

-Workshops-

April 19, 1991

Agenda
April 19, 1991
LA/Mission Team
1241 San Fernando Road
San Fernando, CA

I. Welcome

II. Advisory Committee
    1. Meeting date
    2. Any additions to committee

III. Announcement: Workshop
    1. May 6 - Monday - Teacher and Teacher Aids Communication
    2. May 13 - Monday - Steps to Success

IV. Mentor Program
    1. Define
    2. Select coordinator

V. Coordinate Los Angeles Unified needs with Mission College's Child Development courses

V. Teacher Assistant Job Description from Master Plan

VII. Next meeting date

MINUTES

April 19, 1991

LAUSD/Mission Team

I. Names added to advisory

II. Workshops
  - April 27th Workshop
    - Bilingual ESL Conference (LAUSD)
    - Spanish 99 can attend in afternoon

III. Speakers
  - Elias Ramos -

IV. LAUSD needs correlated to Mission classes

K-12 SCHOOL DISTRICT TEAM MEETING

-Correlation Chart-

April 24, 1991

AGENDA

April 24, 1991

LAUSD/Mission Team

I. Advisory Committee

II. "Spanish Reading Through Language Arts"

III. LAUSD Needs

IV. Intern Program

MINUTES

L.A. Unified/L.A. Mission Team
April 24, 1991

In Attendance:
Brosseau, Gayle
Cantrell, Eloise
Jaye, Karen
Richart, Victoria
Ross, Febronia

Name	To Do Item	Date Completed
Karen	Written statement about how "Spanish 99" is meeting the needs of L.A. Unified	
Gayle	Advisory committee-finalize suggestions and send letters for meeting May 29 at 3:30 p.m.	
Gayle	From suggestions from Region E and Region F formulate a correlation chart using the existing courses at Mission College	
Karen	Ideas for speakers for workshop: Teacher and Teacher Aide communication	
L.A. Unified	Copy of job description for teacher assistants from master plan	

I. Advisory Committee
   A. Additional names added to committee to represent community, teachers, jr. and senior high schools etc.

II. "Spanish 99" will be submitted for fall course based on the response from the students and from response of Region E administration.
   A. There is enough need just in Region E to fill the Spanish 99 class.
   B. Great comments from students calling Region E
   C. Dr. Cortina expressed his pleasure in the response from Teacher Assistants - this course is addressing the exact need of LAUSD's teaching assistants

III. Manuel Ponce

- A. Job: represents bilingual interests for the entire district
    - 1. Builds support for bilingual issues
    - 2. Supplies interested individuals with bilingual materials
    - 3. Builds awareness about bilingual issues in the community
    - 4. Participants in the Future Teacher Institute should be made aware of the wonderful materials

IV. Most items covered on Region E's "Needs List" are covered with existing courses at Mission College
- A. Units in existing courses can be expanded
- B. A chart will be made to show correlation

V. Comments on chart "Ideas for Future Classes" from Region E
- A. Mathematics - emphasis on the application of skills/the whole brain
    - 1. Connections - presenting the material effectively to a class of 27 students
    - 2. Use of manipulatives - should be incorporated even in secondary schools
    - 3. AIMS material - series of books that have students problem solve, make predictions etc.
- B. Learning Modalities
    - 1. Students should be familiar with their own learning modality/not just the teacher
- C. Future Students
    - 1. Students in the L.A. Unified School district are not the same kind of learner - adjustments in curriculum must be made
    - 2. Teachers and aides must know how to deal with these students while they are being placed
- D. Yard Activities
    - 1. Psychomotor Activities
        - a. Relationship between motor and academic activities
    - 2. Mental activities - mental games for students as they wait in line etc.
- E. Language Arts
    - 1. Integration of these skills with other subject areas
- F. Science
    - 1. Teach the scientific process
- G. Writing
    - 1. Teach the 7 step writing process

VI. What workshops does L.A. Unified offer?
- A. Dealing with students who are abused or prenatally exposed to drugs/alcohol or immature learners
- B. Writing Process

VII. What future workshops will LAUSD offer in 1991-92 school year

VIII. Look into the possibility of the college offering a one unit course to meet the needs of dysfunctional child
   1. these units would not transfer
   2. some courses may not count for AA degree

IX. L.A. Unified has an intern program
   A. Students with BA and passage of NTE and CBEST can apply
   B. Many students have trouble passing the NTE
   C. CSUN suggests liberal studies so students do not need to pass the NTE
   D. Concern about the validity of the NTE
   E. Child Development courses are applicable for teacher assistants as compared to the liberal studies major, but students avoid this major because of the requirement for the NTE

X. The L.A. Unified District's "Parent/Paraprofessional Training" was very successful, showing a great need for this type of workshop or class.
   A. 250 people present

XI. Next scheduled meeting on Wednesday, May 8, at 3:00 p.m. in Eloise classroom, Voc. Arts. Room 7 .

LOS ANGELES UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGION E

Mission College
Future Teachers Grant
Wednesday, April 24, 1991

Ideas for Future Classes

- Mathematics-
  - Problem Solving, Reasoning, Communication, Connections
  - Technology
  - Cooperative Learning Activities -
  - Use of manipulatives
  - AIMS materials

- Learning modalities-
  - Kinesthetic
  - Visual
  - Auditory

- Future Students-
  - Dealing with immature learners
  - Dealing with students who were prenatally exposed to drugs/alcohol
  - Dealing with abused students

- Yard Activities-
  - Psychomotor activities
  - Mental activities
  - Gross motor
  - Fine motor

- Special Ed Children Who are mainstreamed into the regular classroom
  - What can we expect from them?

- Social Studies- The American Holidays
  - Martin Luther King Day
  - Thanksgiving
  - Abraham Lincoln's Birthday etc.......

- Language Arts

- Science

- The Writing Process

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-82

May 3, 1991

Mrs. Karen Jaye
Administrative Region E
6621 Balboa Blvd.
Van Nuys, CA 91406

Dear Karen,

The next meeting of the Los Angeles Unified School District and Los Angeles Mission College team is scheduled for Wednesday, May 8, at 3:00 p.m. at 1437 San Fernando Road, Room 7.

At this meeting we will review a chart that correlates the Los Angeles Unified School Districts needs with existing courses at Los Angeles Mission College. We look forward to seeing you at this meeting, since it is important for the Future Teachers Institute to have your input.

As per our discussion at the last meeting, please bring the written statement showing how the experimental class, "Teaching Spanish Reading Through the Language Arts" is meeting the immediate needs of the Los Angeles Unified School District.

Sincerely,

Gayle D. Brosseau

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

owell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

May 3, 1991

Mrs. Emma Wilson
8111 Burton Street School
Panorama City, CA 91402

Dear Emma,

The next meeting of the Los Angeles Unified School District and Los Angeles Mission College team is scheduled for Wednesday, May 8, at 3:00 p.m. at 1437 San Fernando Road, Room 7.

At this meeting we will review a chart that correlates the Los Angeles Unified School Districts needs with existing courses at Los Angeles Mission College. We look forward to seeing you at this meeting, since it is important for the Future Teachers Institute to have your input.

Please bring a copy of the teacher assistant's job description from your master plan to this meeting.

Sincerely,

Gayle D. Brosseau
Coordinator, Future Teacher Institute

K-12 SCHOOL DISTRICT TEAM MEETING

-Correlation Chart Finalized-

May 8, 1991

AGENDA

Los Angeles Unified/Mission Team
1437 San Fernando Road
San Fernando, CA 91341
Room 7
May 8, 1991

I. Status of workshops
    A. Date change from May 6 to May 20
    B. How much involvement does Los Angeles Unified School District want in this workshop?

II. Correlation of Los Angeles Unified School District "needs" to curriculum in existing courses at Los Angeles Mission College.

III. Is there a need for additional workshops/courses?
    A. Define the workshop/course

IV. Next meeting date

MINUTES

Los Angeles Unified/Mission College Team
May 9
Vocational Arts- Room 7
Los Angeles Mission College

I. Los Angeles Unified doesn't specify one set of materials for each school. Teachers decide collectively on appropriate course materials which are adopted.

II. All of Los Angeles Unified School will be year round.

A. Units will be 16 week or 8 week units.

B. If CD-15 requires projects from students have students prepare a eight week unit. Have a complete physical unit to take back to implement without any more preparation to do.

C. Use thematic approach

1. Global concept whole to part (skill)

III. Superintendents must be made aware of the fact that

A. Teachers need to give guidance to teacher assistant

B. The superintendent must address issue

1. Conduct a needs assessment

a. How many teacher assistants have planning time with teacher

b. How much planning time?

c. What are the attitudes of teachers for bilingual education?

C. Teachers need to provide teacher assistant with a week's lesson plan instead of a daily plan given to them a few minutes before it is to be implemented.

D. What can the Los Angeles School District do to provide scheduled planning time for the teacher assistant and the teacher.

E. In Head Start preschool programs, every Friday the teacher plans with the teacher assistant.

1. Good teacher/teacher assistant relationships because of planning time

IV. Superintendents have a shared responsibility to professional growth

A. Teacher Assistants on the degree track should be guaranteed 6 hour jobs with benefits, because many have to get other jobs (usually not in education) to support families or get medical benefits.

V. Addition to advisory committee

A. Dr. Yvonne Davis
Director of Instruction Region F
(818) 997-2421

VI. Recommendations for Workshops -

- A. Prepare teacher assistants for test
  - 1. Test taking skills
  - 2. Dealing with test anxiety
  - 3. What computer software available for CBEST preparation?
- B. Computer Literacy
- C. Classroom Management - discipline
  - 1. Address the cultural issue of teacher assistants setting limits for students.
  - 2. Assert self

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 · 3294 (818) 365-8

May 13, 1991

Mrs. Karen Jaye
Administrative Region E
6621 Balboa Blvd.
Van Nuys, CA 91406

Dear Karen,

The Los Angeles Unified School District and the Los Angeles Mission College team of the Future Teachers Institute met at 3:00 p.m. on Wednesday, May 8, 1991. A correlation chart integrating the curriculum needs of the Los Angeles Unified School District into existing classes at Los Angeles Mission College was presented and discussed. Since you were unable to attend this meeting, I've enclosed a copy of the correlation chart.

If you have any questions, please call me at (818) 365-8271 ext. 270 or (805) 526-6631.

Sincerely,

Gayle D. Brosseau
Coordinator, Future Teacher Institute

cc: Jack Fujimoto - President, Los Angeles Mission College
Sara A. Coughlin - Superintendent, Region F, Los Angeles Unified School District
Gabriel Cortina - Superintendent, Region E, Los Angeles Unified School District

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

owell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

April 25, 1991

Mrs. Emma Wilson
Burton Street School
8111 Calhoun Ave.
Panorama City, CA 91402

Dear Emma,

The Los Angeles Unified School District and the Los Angeles Mission College team of the Future Teachers Institute met at 3:00 p.m. on Wednesday, April 24. The curriculum needs for the instruction of teacher assistants of the Los Angeles Unified School District were presented and discussed. This dialogue generated recommendations for the creation of additional courses or for the augmentation of specific units within existing courses at Los Angeles Mission College.

We feel your input is crucial because the Future Teachers Institute would like adequate representation for both regions of the Los Angeles Unified School District. Since you were unable to attend this important meeting, please FAX your list of curriculum needs to Los Angeles Mission College, Future Teachers Institute, attention Gayle D. Brosseau (FAX # 818-365-3623) by Tuesday, April 30.

The next meeting of the Future Teachers Institute, Los Angeles Unified School District and Los Angeles Mission College team is scheduled for 3:00 p.m. on Wednesday, May 8, at Mission College, 1437 San Fernando Road, Room 7.

Sincerely,

Gayle D. Brosseau

Gayle D. Brosseau

cc: Jack Fujimoto - President, Los Angeles Mission College
Sara A. Coughlin - Superintendent, Region F, Los Angeles Unified School District
Gabriel Cortina - Superintendent, Region E, Los Angeles Unified School District

UNIVERSITY TEAM MEETINGS

February 11, 1991 - General Planning
February 21, 1991 - Articulation Agreements
March 22, 1991 - Details of Agreements
Liberal Studies
April 11, 1991 - Details of Agreements
Child Development
May 24, 1991 - Discussion, Special Education

UNIVERSITY TEAM MEETING

-General Planning-

February 11, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

February 1, 1991

Dr. Leo Krzywkowski - EDUC
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Leo,

The first planning meeting for the implementation of the Future Teachers Institute is scheduled for Monday, February 11, 11:00 am at Mission College, 1241 San Fernando Road, Presidents's Conference Room.

During the meeting we will:

- Discuss articulation requirements and agreements to ensure that credit hours are transferable
- Identify design team representative
- Identify possible representatives for advisory committee from the university, community, para-professional and professional teacher organizations

Please bring a copy of your current catalogs and any revisions to the established requirements. If you have any ideas for possible advisory committee members, a list with their names, addresses and phone numbers would be helpful.

The members of the Future Teachers Institute look forward to working with you on this exciting project.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

owell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-827

February 1, 1991

Mrs. Martha Sanchez
Operation Chicano Teacher
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Martha,

The first planning meeting for the implementation of the Future Teachers Institute is scheduled for Monday, February 11, 11:00 am at Mission College, 1241 San Fernando Road, Presidents's Conference Room.

During the meeting we will:

- Discuss articulation requirements and agreements to ensure that credit hours are transferable
- Identify design team representative
- Identify possible representatives for advisory committee from the university, community, paraprofessional and professional teacher organizations

Please bring a copy of your current catalogs and any revisions to the established requirements. If you have any ideas for possible advisory committee members, a list with their names, addresses and phone numbers would be helpful.

The members of the Future Teachers Institute look forward to working with you on this exciting project.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Agenda

Future Teachers Institute
February 11, 1991
11:00 a.m.
Los Angeles Mission College
President's Conference Room
1241 San Fernando Road

- **Introductions**
- **Design team**
  - objective: to design a two year course of study for a Teacher Assistant Associate of Arts degree that will be transferable to a university
  - plan for articulation requirements
  - confirm design team representatives
  - set schedule of meeting dates for design team
- **Advisory committee**
  - objective: to hear periodic reports on the progress of the project and to give input and guidance
- **Topical workshop**
  - feasibility CSUN
  - suggested topics
  - location/time/date
- **Support Services**
  - explanation of services at CSUN
  - availability to Future Teachers Institute
    - Future Teachers for a State of Diversity
    - Comprehensive Teacher Institute
    - Bilingual Multicultural Interdisciplinary Committee
    - Academic Labs/writing/math/basic skills/study skills/ audio-video math
    - School of Education Equity Committee
- **Articulation Requirements**
  - discussion

Minutes
February 11, 1991
CSUN/Mission Team

Attending:

Baez, Renee
Brosseau, Gayle
Cantrell, Eloise
Krzywkowski, Leo
Sanchez, Marta

Name	To Do Item	Completed
Leo	Invite Shirley Houssmann/Joe Schieffer to 2/21 meeting will give them parking permits for Mission College	
Gayle	Send letters of confirmation to Shirley and Joe	
Eloise Gayle	Develop survey to identify student education objective: Certificate/AA/BA/Credential Add area to define participants with student profile card (possibly at orientation meeting?)	
Eloise	Survey her students to see if they would go into liberal arts/single subject/child development	
Gayle	Tabulate results/bring to next meeting	
LA/Mission Team	Identify cohort groups	
Design Team	Develop articulation agreements in all three areas	
Leo	Arrangements for participants to get community library card	
Mission	Training for advisors	
Leo	List of advisers from CSUN	
Gayle	Leo needs the number of participants to insure a block is set aside for them in classes	
Marta	Establish a chapter of Future Teachers Club in March at Mission college	

Renee	List of teacher assistants to Leo and Marta	
Eloise	Check with curriculum council and design team for the possibility of having Advanced Placement program as part of the Future Teachers Institute	
Eloise	Timeline to Leo of when first students will be arriving for placement at CSUN	
Gayle	Add to general timeline: * when cohort groups will go to CSUN * Future Teacher Club meeting set for March * training for advisers	
Leo Marta	Develop networking plans for cohort groups at CSUN	
Leo	Will bring 12 copies of Articulation Agreements	

I. CSUN - recommends Plan C as outline to start articulation between Mission and CSUN
   A. Counselors certify 52 hours must satisfy general education of transfer credits
   B. Suggest that Shirley Houssmann, Academic Advisor come to planning meeting for her recommendations and planning and Joseph Schieffer
      1. Shirley Houssmann
         ADM - Director of Academic Affairs
         18111 Nordhoff
         Northridge, CA 91330
      2. Joseph Schieffer
         EDUC - Director of Credential Preparation
         18111 Nordhoff
         Northridge, CA 91330
   C. Future contacts
      1.Mike Newcomb-Articulation Office
      2. Carlos Navarro - Associate Dean - School of Humanities
      3. Linda Bain - Dean School of Communication and Professional Studies
      4. Jorge Garcia - Dean -School of the Humanities
      5. Diane Philibosian - Associate Dean - School of Communication

II. Three options
   A. Liberal Studies
      1. new requirements

2. only option that students do not have to take the NTE (National Teachers Exam)
B. Single Subject
C. Child Development
1. Jan Fish - Professor of Child Development
a. ? 18 units of credit toward child development
b. spell out in articulation agreements
2. Students take 24 units at Missions for Child Center Permit how many units will count? Do the courses need modification?
D. Waiver programs for single subject majors going into teaching
1. core classes the same
E. School of Education will guarantee maximum of 20 slots a year for cohort groups
III. Test taking strategies
A. Marta teaches class on stress management for test taking. Two class meeting/ Evaluations have shown great results from class
1. Give workshops
2. Take test early so can take several times if necessary

IV. Advanced Placement
A. look into this as option
B. encourage as part of program
C. Title VII
D. take classes at CSUN

V. Support Services
A. Future Teachers a State of Diversity
1. Velma Lopez will coordinate
2. Form chapter at Mission
a. Marta/ Justine/ Kitty Fern/ Isreal Avalos will help Velma establish chapter
b. two meetings/fliers/by laws
c. first meeting in March
B. CSUN large campus (32,000 students) identification with Future Teachers group should help the students feel part of the university
C. Education department will plan for the cohort groups by reserving blocks of seats in classes
D. Develop networking plans
E. Library card for participants
1. Karen Duran -reference librarian

VI. PACE - program
A. developed for industry
B. courses do not transfer

VII. Kitty Innequez - Eloise recommends

VIII. Timeline of when cohort groups will first enter CSUN

    A. Estimate approx. 2 years from now for liberal arts or single subject
    B. Child Development majors possibly 1 year

IX. Next meeting
    A. Thursday, Feb. 21, 1991 8:30 am
    B. Define O.C.T.
        1. Marta could interviews

UNIVERSITY TEAM MEETING

-Articulation Agreements-

February 21, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 · 3294 (818) 365-8271

February 15, 1991

Dr. Joseph Schieffer - EDUC
Director of Credential Preparation
18111 Nordhoff
Northridge, CA 91330

Dear Dr. Schieffer,

Mission College and California State University Northridge are developing articulation agreements for the Future Teacher Institute grant, and Dr. Leo Krzywkowski suggested that your input would be invaluable. I would like to invite you to attend our next meeting on Thursday, February 21, from 9:30 a.m. until 11:30 a.m. at Mission College, 1437 San Fernando Road, Room 7.

If you plan to attend the meeting, Dr. Krzywkowski has a Mission College staff parking permit for you that needs to be displayed on the dashboard of your car.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 · 3294 (818) 365-82

February 15, 1991

Dr. Shirley Houssman-ADM
Director of Academic Affairs
18111 Nordhoff
Northridge, CA 91330

Dear Dr. Houssman,

Mission College and California State University Northridge are developing articulation agreements for the Future Teacher Institute grant, and Dr. Leo Krzywkowski suggested that your input would be invaluable. I would like to invite you to attend our next meeting on Thursday, February 21, from 9:30 a.m. until 11:30 a.m. at Mission College, 1437 San Fernando Road, Room 7.

If you plan to attend the meeting, Dr. Krzywkowski has a Mission College staff parking permit for you that needs to be displayed on the dashboard of your car.

Sincerely,

Gayle D. Brosseau

cc: Eloise Cantrell

Agenda

Future Teachers Institute
February 21, 1991
9:30 a.m.
Los Angeles Mission College
Room 7
1437 San Fernando Road
San Fernando, CA 91341

I. Introductions and Opening Remarks - Eloise Cantrell

   A. Results of poll of student's educational objectives
   B. What additional information would CSUN like to have for a the student profile card?

II. Results of Teacher Assistant Survey - Gayle Brosseau

III. Discussion: Articulation Agreement

IV. Next meeting date

Minutes

CSUN/Mission
February 21, 1991

In attendance:	Materials/Handouts:
Baez, Renee	Mission College catalog
Brosseau, Gayle	CSUN-Articulation Agreements
Cantrell, Eloise	Bilingual/Bicultural Degree requirements
Flink, Joanne	Minutes from last meeting
Krzywkowski, Leo	Survey Results of Teaching Assistants
Swanson, Shirley	
Schieffer, Joseph	

Name	To Do Item	Date Completed
Eloise	Copy of letters from Chancellor to members of CSUN/Mission team	2/21/91
CSUN Team	Ideas for requirements for Option 3 (Transfer to CSUN option) in Liberal Arts Major, Child Development Major, and Single Subject Major	
Joe	Suggestions for classes that would prepare participants for passage of NTE	
Gayle	Set meeting date for Mission College curriculum development	
Shirley	Meet with Bob/Mike/and someone from Child Development to formulate acceptable classes for Option 3 (transfer option)	
Joanne	Copy of rough draft of new Liberal Arts requirements to Eloise	
CSUN	Copy of formal draft of new Liberal Arts requirements to CSUN/Mission team	
Mission	Add statements to Mission catalog about Future Teacher Institute and option 3 transferability	
Gayle	Letters to Bob and Mike	
Shirley	Invite Bob Hoffpauir/Mike Newcomb /and representative from Child Development to next meeting on Friday, March 22, from 11 a.m. to 1 p.m. at CSUN	

Gayle	Review Chancellor's letter and compare to our grant/Submit changes ASAP	

I. Letter from Chancellor regarding legislation Senate Bill 156
   A. Amend grant to reflect the following:
      1. Mentor and supervising teachers should receive some training on skills needed to maximize coordination of paraprofessionals. A clear definition of roles in the practicum between a Mentor Teacher, Supervising Teacher and Teacher Assistant is necessary.
      2. Delineate the college's General Education transfer curriculum and how this will be integrated into the proposed Teacher Assistant Associate of Arts Degree.
      3. Special attention should be given to the fact that many in the program will already be working in paraprofessional positions. Working paraprofessionals should be allowed to integrate their current jobs into teaching skills practicum curriculum.
      4. CPEC has recommended that in developing a system for tracking the student paraprofessionals, the project should secure a written agreement with CSU, Northridge and with each district to ensure annual follow through information for a specified number of years.
      5. As a final product of the project, the Chancellor's Office is requesting a manual which documents the project's methods for achieving its outcomes.

II. CSUN's goal is to build a stable and solid bridge for participants of the Future Teachers Institute.
   A. Shirley Swanson and Bob Hoffpauir, and Mike Newcomb will work on articulation agreements.
   B. CSUN wants to create interest and enthusiasm enabling Northridge to issue as many credentials as possible when students meet all criteria.
   C. Guarantee fast track with articulation agreements.
   D. Guarantee straight line to credential with close interface with Department of Education.
      1. Student must agree to follow established curriculum of the Future Teachers Institute.
   E. CSUN does not offer Saturday classes because of budget cuts, but will look into the issue because of benefits to the cohort group concept.

1. Mission College has $1700 grant money for contracts for speakers which could be used to offer Saturday classes.
2. Mission College guarantees classes will be offered (board signed agreements) even though grant funds will be deplete[illegible].

III. Cohort groups must be grouped according to ability and also by the number of units they plan to take each semester and other like needs.

A. Many teacher aides will be part time.
B. Participants will probably transfer with more than 52 units - will come to CSUN with 60 to 70 units.
C. Probably, 5 cohort groups of 20 participants each
D. Mission College with formulate cohort groups based on matriculation results and student profile.
E. L.A. Unified requested a class "Assisting in Spanish Reading" to help teacher aides with job skills.
F. Class offered at CSUN - Elementary Ed 570 - "ESL Instruction in Multi Lingual Classroom".
    1. Also needed at CSUN-a class for instructing teachers how to train teaching assistants - "How to be a Master Teacher for Teacher Assistants".
G. CSUN will admit participants of cohort group to credential program while they are still at Mission.
    1. Mission will share the responsibility of preparing cohort members for CBEST, since it contains mostly lower division courses.
H. An estimate: 90% of participants with be interested in Child Development option compared to Liberal Arts Major.
I. Will implement Chancellor's concerns by guaranteeing slots at CSUN for members of cohort groups.
J. Will want to certify students that transfer with 39 G.E. requirements and 18 additional units depending on major.
K. Establish major - "Future Teacher Institute"
    1. put major in catalog
    2. articulate with CSUN

IV. L.A. Unified now has two pay scales for Teacher Assistants.
A. Track A - TA must take 12 units a year
B. Track B - one class a semester

V. New legislation for new teachers
A. Has two intentions
    1. New teachers need to be supported after they leave college.
    2. New teachers need to be evaluated; being granted a 1 year temporary credential or teaching license.

- B. 30 new teacher projects around the state
    - 1. Supported with grant money
    - 2. Spring of 1992 reports due to Legislature on how to support and evaluate new teachers
    - 3. New teachers evaluated by their principal and a university professor

VI. National Teachers Exam

- A. Will be revamped in a few years
    - 1. video tapes
    - 2. simulations
    - 3. computerized test system
- B. Bob Hoffpauir advises students who have a Single Subject Degree already to take 30 units in Liberal Studies in order to pass the NTE.
    - 1. If missing 30 units would probably not pass 1/3 of NTE
    - 2. Can't pass what you don't know

VII. Support Services
- A. Future Teachers for a State of Diversity
- B. CTI - Comprehensive Teacher Institute
    - 1. Articulates between the university/school district/and teacher's union
    - 2. Bilingual component
    - 3. Teacher Assistant component
    - 4. Intern program
    - 5. 5 year grant in its 3rd year
        - a. Budget cuts may terminate program
- C. Equity Committee

VIII. Addresses
- A. Mike Newcomb - Articulation Officer
- B. Bob Hoffpauir- HUMN
- C. New chair of Child Development
- D. Who is the Assistant Director of Curriculum?

UNIVERSITY TEAM MEETING

-Liberal Studies-

March 22, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-827

March 5, 1991

Mrs. Joanne Flink
Los Angeles Mission College
1212 San Fernando Road
San Fernando, CA 91340

Dear Joanne:

The next planning meeting for development of the Articulation Agreements between California State University, Northridge (CSUN) and Los Angeles Mission College, scheduled for Thursday, March 14, has been rescheduled for Friday, March 22, 11:00 a.m. until 1:00 p.m., at CSUN, 18111 Nordhoff St., in Monterey Hall, Room 126.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

Letters.91.5.letters

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-82

March 1, 1991

Dr. Robert Hoffpauir - HUMN
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Dr. Hoffpauir:

Mission College and California State University Northridge are developing articulation agreements for the Future Teacher Institute grant, and Dr. Leo Krzywkowski suggested that your input would be invaluable. I would like to invite you to attend our next meeting on Friday, March 22, from 11:00 a.m. until 1:00 p.m. at CSUN's Monterey Hall, Room 126.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

letter.91-.2

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 1, 1991

Dr. Michael Newcomb
Articulation Officer
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Dr. Newcomb:

Mission College and California State University Northridge are developing articulation agreements for the Future Teacher Institute grant, and Dr. Leo Krzywkowski suggested that your input would be invaluable. I would like to invite you to attend our next meeting on Friday, March 22, from 11:00 a.m. until 1:00 p.m. at CSUN's Monterey Hall, Room 126.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

meetcsu.ltr.9.

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-82

March 5, 1991

Dr. Joseph Schieffer - EDUC
Director of Credential Preparation
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Joe:

The next planning meeting for development of the Articulation Agreements between California State University, Northridge (CSUN) and Los Angeles Mission College is being rescheduled for Friday, March 22, 11:00 a.m. until 1:00 p.m., at Monterey Hall, Room 126.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

Letters.91.4.letters

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

well J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 5, 1991

Dr. Shirley Swanson
Director of Academic Affairs
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Shirley:

The next planning meeting for development of the Articulation Agreements between California State University, Northridge (CSUN) and Los Angeles Mission College is being rescheduled for Friday, March 22, 11:00 a.m. until 1:00 p.m., at Monterey Hall, Room 126.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

Letters.91.3.letters

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

well J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 5, 1991

Dr. Marta Sanchez
Operation Chicano Teacher
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Marta:

The next planning meeting for development of the Articulation Agreements between California State University, Northridge (CSUN) and Los Angeles Mission College is being rescheduled for Friday, March 22, 11:00 a.m. until 1:00 p.m., at Monterey Hall, Room 126.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

Letters.91.2.letters

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 5, 1991

Dr. Leo Krzywkowski - EDUC
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Leo:

The next planning meeting for development of the Articulation Agreements between California State University, Northridge (CSUN) and Los Angeles Mission College is being rescheduled for Friday, March 22, 11:00 a.m. until 1:00 p.m., at Monterey Hall, Room 126.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

GDB:ao

cc: Eloise Cantrell

letters.91.1.letters

AGENDA

CSUN/Mission Team
March 22, 1991
11:00 a.m.
CSUN
Monterey Hall, Room 126
18111 Nordhoff St.

I. Introductions

   A. CSUN
      Dr. Robert Hoffpauir
      Dr. Leo Krzywkowski
      Dr. Michael Newcomb
      Dr. Marta Sanchez
      Dr. Joseph Schieffer
      Dr. Shirley Swanson

   B. Mission College
      Eloise Cantrell
      Joanne Flink
      Gayle Brosseau

II. Individual Reports

III. Articulation Agreements

IV. Next Meeting Date

Minutes
CSUN/Mission Team
March 22, 1991

In attendance:

Brosseau, Gayle
Cantrell, Eloise
Flink, Joanne
Hoffpauir, Bob
Krzywkowski, Leo
Newcomb, Mike
Ocasio, Ada
Schieffer, Joe

Materials/Handouts

CSUN:Multiple Subjects Waiver Program-Plans C and D
CSUN:Multiple Subjects Waiver Program - Plan E
CSUN:Proposed NTE Structure
Minutes from last meeting

Name	To Do Item	Date Completed
Gayle	Revised copies of transfer sequence to Leo by Monday, March 25	
Mike	Attend Curriculum Council at Mission College on Thursday, March 28, at 1:00 p.m.	
CSUN	Any revisions/suggestions of transfer sequence to Gayle by Tuesday	
CSUN	Inform counselors at CSUN about the differences between AA Degree in Child Development and the Future Teacher Institute - Teaching Assistant Degree	

I. Overview of Future Teacher Institute
   A. Grant received from State
      1. Short period to complete the grant
         a. By June: a manual ready for submission to state
         b. Manual will be disseminated for use by other community colleges to establish a similar program
   B. 100 teacher assistants at various levels of education are participants of Future Teacher Institute
      1. Goal to become teachers
      2. Group by educational level and goals into cohort groups

3. Enrolled in Spanish 99 -"Spanish Reading Through the Language Arts"
  a. Two classes formed (Wed. class and Sat. class)
  b. Formed to meet the immediate need of teacher assistant
    (1) Recommended by L.A. Unified
    (2) Input from L. A. Unified
C. Transfer to CSUN for BA and enter Credential Program with a specified number (to be determined) of guaranteed slots for members of Future Teachers Institute

II. Goal of this committee
A. Create dialogue between LA Mission and CSUN
  1. Complex situations
  2. Address issues of human factors
B. Create "bridge" for students for easy transition from LAMC and CSUN
C. Develop articulation agreements to help insure success of transition

III. Introductions
A. Dr. Leo Krzywkowski, Associate Dean, School of Education
B. Dr. Joseph Schieffer, Director of Credential Preparation Office
C. Dr. Robert Hoffpauir, Professor/Coordinator New Liberal Studies
D. Dr. Michael Newcomb, Coordinator, Community College Articulation
E. Ada Ocasio, Secretary, Future Teacher Institute
F. Dr. Marta Sanchez, Associate Professor, Chicano Studies,
G. Eloise Cantrell, Project Director, Future Teacher Institute
H. Joanne Flink, Transfer Counselor, Los Angeles Mission College
I. Gayle Brosseau, Coordinator, Future Teacher Institute

IV. Success of students in the Future Teacher Institute
A. Give participant options
  1. Option 1 - One-year occupation Certificate
  2. Option 2 - AA Degree with Teacher Assistant Major
  3. Option 3 - Transfer Sequence to CSUN - Liberal Studies Major under Multiple Subjects Waiver Program-Plan E
  4. Option 4 - Transfer Sequence to CSUN with a Child Development Major
  5. Option 5 - Transfer Sequence to CSUN with a Single Subject Major
  6. Option 6 - Intern program of the Los Angeles Unified School District

B. Concerns
- 1. Passage of the National Teacher Exam (NTE)
  - a. NTE exam is in process of being changed
    - (1) will be based on the new Liberal Studies Major
    - (2) best major to pass the NTE
    - (3) geared to school's frameworks
    - (4) multi-cultural perspective
    - (5) test for general competency
    - (6) better test
  - b. The Liberal Studies Major with the Multiple Subjects Waiver Program is the only option that does not require the NTE
  - c. Examine the statistics of the number of students who take the NTE and pass
  - d. L.A. Unified School district had Intern Program which has room for 100 participants, but this program never fills all positions because graduates can not pass the NTE
    - (1) Characteristics :BA/CBEST/NTE/After two years of successful teaching will get clear credential
- 2. Success of Future Teacher Institute will be judged on the number of participants who successfully complete credential program
- 3. Simplest index for success is the Multiple Subjects Waiver Program
- 4. Students must be aware that certain classes needed for AA are not necessary for the BA in Liberal Studies-
  - a. 124 units needed to graduate with BA in Liberal Studies
    - (1) 116 units required/ 7 elective units
    - (2) 9 units of the 30 units required for credential can be taken as electives before graduation which leaves no free elective units if a student wants to apply the units in the most efficient manner
  - b. Students are taking extra units
    - (1) Inform students of extra units (make it clear to them)
      - (a) In catalog (** those courses required for AA, but not necessary for the transfer to Liberal Studies Major- these courses will not transfer into Liberal Studies Major-if these are taken will need more than the 124 units required for the BA in Liberal Studies)

(b) In catalog (* those courses required for Liberal Studies Major)
(c) Have counselors require student signature on individual education plan
(2) But, could serve as tutorial background
(3) Extra courses may be required to hold job
(4) Not that many extra units, but would add one extra semester
(5) Employees get pay increases for extra units but must be units over the BA degree
(6) Studies show it takes the average college student 6 1/2 years to complete BA alone (not teaching credential)
c. But, this taking extra units could be offset by the emotional benefits that students get by attaining shorter term goals along the way to a teaching credential
(1) Cultural
(2) Single parents
(3) Language ability
(4) May not realize their potential when they start
(5) Success leads to more success/competent feelings
(a) Justification of extra units

(b) Extra units could provide the skills needed to improve self-esteem which helps student realize they can achieve their goal, decision making skills, problem solving skills and the nurturing needed
d. Differences in transfer requirements to receiving universities
5. Math 215 is not a CSUN articulated course, but is for other universities
6. Chicano 7 not in catalog/ needs to be certified under Section 40404 of Title V (needs to be approved and articulated to Title V)
7. Child Development AA degree is different than the Bilingual /Bicultural Teacher Assistant AA Degree which incorporates many General Education requirements
a. Child Development has 12 units of elective
8. Does the State's new requirements of NTE and Liberal Studies Waiver Program and Credential Program really address the needs of college

students and the needs of the School District's receiving the new teachers?
   a. Sacramento must be made aware of these concerns
   b. Many concerns are voiced by new multicultural teachers
   c. Differences in community colleges requirements even within same community college district
      (1) P.E. required at Mission college, but not at
         (a) Pierce

V. New coordinator of Child Development at CSUN: Edyth Margolin

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

ell J Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 24, 1991

Dr. Marta Sanchez
Operation Chicano Teacher
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Marta,

On behalf of the Future Teachers Institute, I would like to thank you for attending the last articulation meeting between California State University, Northridge and Los Angeles Mission College. Your time and your expertise are appreciated and helped to make this a very productive meeting.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that were recommended. If you have any suggestions or revisions, please advise me by Tuesday, March 26, at 805-526-6631 or 818-365-8271 ext 270.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
Project Director

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

ell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 · 3294 (818) 365-8271

March 4, 1991

March 24, 1991

Dr. Joseph Schieffer - EDUC
Director of Credential Preparation
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Joe,

On behalf of the Future Teachers Institute, I would like to thank you for attending the last articulation meeting between California State University, Northridge and Los Angeles Mission College. Your time and your expertise are appreciated and helped to make this a very productive meeting.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that were recommended. If you have any suggestions or revisions, please advise me by Tuesday, March 26, at 805-526-6631 or 818-365-8271 ext 270.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
Project Director

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 24, 1991

Mrs. Joanne Flink
Los Angeles Mission College
1212 San Fernando Road
San Fernando, CA 91340

Dear Joanne,

On behalf of the Future Teachers Institute, I would like to thank you for attending the last articulation meeting between California State University, Northridge and Los Angeles Mission College. Your time and your expertise are appreciated and helped to make this a very productive meeting.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that were recommended. If you have any suggestions or revisions, please advise me by Tuesday, March 26, at 805-526-6631 or 818-365-8271 ext 270.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
Project Director

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

well J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 24, 1991

Dr. Robert Hoffpauir - HUMN
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Bob,

On behalf of the Future Teachers Institute, I would like to thank you for attending the last articulation meeting between California State University, Northridge and Los Angeles Mission College. Your time and your expertise are appreciated and helped to make this a very productive meeting.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that were recommended. If you have any suggestions or revisions, please advise me at 805-526-6631 or 818-365-8271 ext 270.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
    Project Director

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 24, 1991

Dr. Michael Newcomb
Articulation Officer
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Mike,

On behalf of the Future Teachers Institute, I would like to thank you for attending the last articulation meeting between California State University, Northridge and Los Angeles Mission College. Your time and your expertise are appreciated and helped to make this a very productive meeting.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that were recommended. If you have any suggestions or revisions, please advise me by Tuesday, March 26, at 805-526-6631 or 818-365-8271 ext 270.

The meeting of the Los Angeles Mission College, Curriculum Committee will be on Thursday, March 28 at 1 p.m. in the President's Conference Room, 1241 San Fernando Road.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
    Project Director

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

well J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 24, 1991

Dr. Leo Krzywkowski - EDUC
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Leo,

On behalf of the Future Teachers Institute, I would like to thank you for arranging the meeting with Dr. Robert Hoffpauir and Dr. Michael Newcomb. We appreciate both the time and the effort that you and your committee have given us. The insights and information we received made this meeting very productive.

Enclosed is a draft of the changes to the Bilingual/Bicultural Teacher Assistant transfer program that your committee recommended. Please advise us of any revisions that are necessary by Tuesday, March 26, at 805-526-6631 or 818-365-8271 ext 270.

Sincerely,

Gayle D. Brosseau
Coordinator

cc: Eloise Cantrell
    Project Director

To: Eloise Cantrell

From: Gayle Brosseau

Date: April 5, 1991

Topic: Recommended changes to AA degree Catalog pages

Dr. Leo Krzywkowski and Dr. Joseph Schieffer

Fax:
Below passing NTE
Cross out "and the Liberal Studies Office at CSUN."

Candidates should only contact Child Development if they want Option IV. Flyer should either leave out "and the faculty in the Child Development program" or tell who to contact if they choose Options V and VI.

Dr. Michael Newcomb

Suggested putting * by each item that can be transferred into the Liberal Studies Major.

Take out "or" between Chicano 7 and Chicano 37.

Add ** to Health 10 and PE

Change wording of paragraph below the "Area's" and add the words "Plan E."

Dr. Robert Hoffpauir

Did Chicano 37 get a prerequisite?

Area 14: History 20 can be added as a choice. It was listed in Mission Catalog and is a transferable course.

State of California

Memorandum

Date: March 26, 1991

To : Gayle D. Brosseau
Coordinator, Future Teachers Institute

Telephone: ATSS ( )
( )

Leo V. Krzywkowski

Leo V. Krzywkowski
Associate Dean, School of Education

From : **California State University, Northridge**
Northridge, California 91330

Subject Future Teachers Institute Flyer

On left column, Option IV, V, etc. require passing NTE.

> Below that cross out "and the Liberal Studies Office at CSUN."

Candidates should only contact Child Development if they want Option IV. Flyer should either leave out "and the faculty in the Child Development program" or tell who to contact if they choose Options V and VI.

LVK/dm
Attachment

cc: Eloise Cantrell

The California State University

CSUN

California State University, Northridge
School of Education
18111 Nordhoff Street — EDUC
Northridge, California 91330

FAX (818) 885-4737

FACSIMILE COVER LETTER SHEET

THIS IS PAGE ONE (1) OF 3

DATE: 3/26/91

TO: NAME OF RECEIVER Gayle D. Brosseau

LOCATION Los Angeles Mission College

FAX PHONE NUMBER 818-365-3623

FROM: NAME OF SENDER Leo V. Krzywkowski

DEPARTMENT School of Education

EXTENSION 885-2594

SPECIAL INSTRUCTIONS/COMMENTS

Attached please find the FAX I promised you. It indicates the changes suggested by Joseph Schieffer.

If you experience problems receiving this transmission call (818) 717-5052.

Draft 1

Future Teachers Institute

Bilingual-Bicultural Teacher Assistant AA Degree

This program is an intensive preparation for career development in teacher assistant training in preschool teaching with an emphasis in Bilingual-Bicultural Education. Students may select the best means of achieving the goal from the multi-option plan:

Option I:	A one-year occupation certificate
Option II:	Associate in Arts Degree with a Bilingual-Bicultural Teacher Assistant Major
Option III:	Transfer program to CSUN for the Liberal Studies Major Leading to a Teacher Preparation Program under the Multiple Subjects Waiver Program.
Option IV:	Transfer program to CSUN for the Child Development Major leading to a Teacher Preparation Program (See a LAMC Counselor)
Option V:	Transfer program to CSUN for the Single Subject Major to a Teacher Preparation Program (See a LAMC Counselor)
Option VI:	Transfer program to CSUN for Bilingual Interns for the Los Angeles School District (See a LAMC Counselor)

Option IV, V, and VI require passing the National Teacher Exam

Please check with the counseling office at LAMC and the faculty Child Development program.

Option I: Certificate

Required Courses		Units
Ch Dev 1	Child Growth & Development	3
Ch Dev 3	Creative Experience for Children 1	3
Ch Dev 14	Intro to Bilingual-Bicultural Prog.	3
Ch Dev 15	Materials and Media in Bilingual-Bicultural Programs	3
Ch Dev 81	Field Work in Child Development I	3
Fam & CS 31	Marriage and Family	3
Eng 60-64	English Course (Chose one in this area)	3
or Eng 101	College Reading and Comp I	3
or Span 1	Elem Spanish I	
or Span 2	Elem Spanish II	
or Span 3	Elem Spanish III	3
History 43	The Mexican-American in the History of the United States I	
or		
Chicano 7	The Mexican American in the History of the United States	
or		
Chicano 37	Chicano Literature	
Recommended	Principles of Mathematics	3

Option II: FTI Bilingual/BiCultural Teacher Assistant AA Degree First Semester

Required Courses		Units
Ch Dev 14	Intro to Bilingual-Bicultural Programs	3
Ch Dev 15	Materials and Media in Bilingual-Bicultural Programs	3
Eng 60-64	English course (choose one in this area)	
or Eng 101	College Reading and Composition 1 Required for transfer program to CSUN	3
Spanish 1	Elementary Spanish 1	
or Spanish 2	Elementary Spanish 2	
or Spanish 3	Elementary Spanish 3 (required transfer)	5
Second Semester		
Ch Dev 1	Child Growth & Development	3
Am & CS 31	Marriage and Family	3
Biology 3	Intro to Biology	4
History 43	The Mexican-American in The History of the United States I	
or Chicano 7	The Mexican-American in the History of the United States I	3
Speech 101	Oral Communications I	3
Third Semester		
Ch Dev 3	Creative Experience for Children I	3
Geog 2	Geography	3
Philosophy 6	Philosophy 6	3
Chicano 37	Chicano Literature	3
Math 215	Principles of Mathematics I	3
Fourth Semester		
Ch Dev 81	Field Work in Child Development I	3
Poly Sci 1	Political Science I	3
Philosophy 1	Philosophy 1	3
Health 10	Health Education	2
PE	any PE activity course	1
	Graduation Requirements or Electives	3

Option III: Future Teahers Institute Program to CSUN

Meet the requirements for Option II plus courses from the following six areas for the Multiple Subjects Waiver Program (credential option for Teacher Preparation Liberal Studies Major-Plan E.

Area 8: Physical Science 1 and Physical Science Lab 14
Area 10: History 1 Area 14: Geography 14
Area 16: Philosophy 2, 20, 22, or 23 (one course)
Area 17: Art 101, 102, 103; Music 111, TH 100 (one course)
Area 11: History 27

This program will meet Teacher Preparation requirements under the Multiple Subjects Waiver Program of Lower Division Course Requirements for Liberal Studies Major (credential option) at CSUN.

UNIVERSITY TEAM MEETING

-Child Development-

April 11, 1991

AGENDA

CSUN Design Team
CSUN - Child Development Office
April 11, 1991

I. Introductions

II. Overview of Future Teachers Institute Grant

III. Design Team Objective

IV. Articulation Agreements

V. Next Meeting Date
    -Academic Labs/writing/math/basic skills/study skills/ audio-video math
    -School of Education Equity Committee

* **Articulation Requirements**
    -discussion

MINUTES

Child Development CSUN/Los Angeles Mission College
April 11, 1991

In attendance:

Brosseau, Gayle - Coordinator, Future Teachers Institute
Cantrell, Eloise - Project Director, Future Teachers Institute
Margolin, Edythe - Interdisciplinary Coordinator Child Development
McClain, Doris - Curriculum Committee Chair
Newcomb, Michael - Articulation Officer for Academic Programs
Ocasio, Ada - Secretary, Future Teachers Institute

Name	To Do	Date Completed
Edythe	Review LAMC Child Development AA degree, what will be accepted into CSUN CD Major	
Mike	Formal Articulation agreements - middle of May	
Mike	Review LAMC Child Development program for certification of GE requirements	
	Is Psychology 2 on certification list for GE requirements in science or social sciences? If not can it be placed on list? Should Joanne Flink bring this to curriculum committee?	
LAMC	Contact Joyce Hagen- Special Education- Could be interested in the Future Teachers Institute	
Gayle	Joanne needs our options for the PACE workshop on May 18	
Gayle	Get statistics from Joe Schieffer about the % students in Child Development Major that pass the NTE Are there statistics available of the % of students who take Jerry Bobrow's preparation for NTE class who pass the NTE?	

Child Development CSUN/LAMC
Minutes 04/11/91

I. Overview of Future Teachers Institute

II. Purpose of meeting
    A. Formulate a Child Development transfer sequence which can be stated in the Future Teachers Institute as an option.
    B. Need from Child Development- exactly what will be accepted as transfer units

III. CSUN will accept
    A. CD-1,
    B. CD-3, CD-4 or CD-15
    C. Electives up to 18 units
        1. CD 1, CD-3, CD-14, CD-15 and CD-81 will transfer into Child Development
        2. CD-32 or CD-2 interchangeable will transfer as some of the 18 elective units

IV. Recommendations
    A. Child Development should be formally approved as another option for teacher training
    B. Future Teacher Institute should be a model program
        1. Get letters of support for possible follow up grant
        2. Need funds for tracking of participants
    C. Create an Advanced Teacher Training Institute
        1. Interdisciplinary
            a. Scholars do research
            b. Day care at college
            c. Teachers trained-practical advice
            d. LAUSD teachers come to have workshops
    D. Students should take statistics at community college

V. Joyce Hagen, CSUN - Special Education
    A. Federal grants- received a 3 year grant (2 years left to go on grant)
        1. Grant provides for stipends to students to complete program
    B. May be interested in a team effort
    C. Should another option be added to the Future Teacher Institute in Special Education
        1. Bilingual and special education
        2. Funding sources may be available
    D. Joyce has a program where paraprofessionals are trained for special education

VI. Students can major in Child Development and have a Psychology minor with only 4 additional classes
    A. Should Psychology 2 be put on Certification list
    B. Does Joanne need to go to curriculum committee to bring this before the committee

VII. Concerns: NTE
    A. Child Development - What is the % of Child Development students that pass the NTE

- B. Credential candidates should take the class which is offered to pass the NTE
    - 1. Jerry Bobrow 885-2641

VIII. Concerns about the Pace program

- A. Meets community need, but have any articulation agreements been worked out with CSUN for those wanting to continue for BA Degree and teaching credential?
    - 1. Delivery mode of PACE appealing to working students
    - 2. Format of PACE meets participants' needs
- B. Pace program geared for the liberal studies major
- C. Is there anything about the Pace program that the Future Teachers Institute wants to incorporate
- D. Will students in the PACE program transfer to the Future Teachers Institute program?
- E. Pace Program participants go from 116 to 225 without prerequisite
- F. May 18 Pace workshop - with counselors

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

May 15, 1991

Dr. Joseph Schieffer
Director of Credential Preparation
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Joe,

On behalf of the Future Teachers Institute, I would like to thank you for your assistance in giving us insights into the credential preparation of teacher candidates and facts about the National Teacher Examination (NTE).

Since our grant period is nearing completion, I would like to finalize the report to the State Legislature. During our phone conversation of April 18, you mentioned that you had statistics pertaining to the percentage of students that pass the NTE on the first attempt. You also mentioned you may be able to obtain some statistics on specific areas of the NTE that are the most challenging to the students and the percentage of students who majored in Child Development who passed the NTE on the first try. Could you please send me a copy of these statistics by Thursday, June 6, so that they can be included in our report.

Sincerely,

Gayle D. Brosseau
Coordinator, Future Teachers Institute

C:\GAYLE\LTRCSUN.S-N

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-82

May 19, 1991

Dr. Joseph Schieffer
Director of Credential Preparation
California State University, Northridge
18111 Nordhoff
Northridge, CA 91330

Dear Joe,

Thank you so much for the statistics and the information regarding the National Teacher Examination. I received your memorandum the same day I mailed my letter requesting the information. Your research will make a meaningful contribution to our report.

Sincerely,

Gayle D. Brosseau
Coordinator, Future Teachers Institute

C:\GAYLE\LTRCSUN2.S-N

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

May 15, 1991

Dr. Michael Newcomb
Articulation Officer for Academic Programs
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330

Dear Mike,

On behalf of the Future Teachers Institute, I would like to thank you for your assistance in the preparation of the formal articulation agreements for the Child Development transfer sequence.

Since our grant period is nearing completion, I would like to finalize the formal articulation agreements. Could you please send us a copy of the formal agreements by , Thursday, June 6, so that the articulation agreements can be included in our report to the State Legislature.

Sincerely,

Gayle D. Brosseau
Coordinator, Future Teacher Institute

C:\GAYLE\LTRCSUN.S-N

UNIVERSITY TEAM MEETING

-Special Education-

May 24, 1991

AGENDA

CSUN Design Team
CSUN - Special Education
April 24, 1991

I. Introductions

II. Overview Future Teachers Institute

III. Program

IV. Recommendations

MINUTES

CSUN Design Team
CSUN - Special Education
April 24, 1991

I. Present: Dr. Joyce Hagen
Eloise Cantrell
Gayle Brosseau

II. Concerns that Special Ed should be incorporated into Child Development

III. Great success with the grant Dr. Hagen received for teacher assistants in special education

IV. Special Education should be listed as option in the Future Teacher Institute

COHORT GROUPS - PARTICIPANT MEETINGS

February 27, 1991 - Orientation
March 6, 1991 - Enrollment
June 6 and 12, 1991 - Individual Education Plans

COHORT GROUP MEETING

-Orientation-

February 27, 1991

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 1, 1991

Dear Future Teacher Institute Participant,

The first meeting of the Los Angeles Mission College "Future Teacher Institute" will commence on Wednesday, March 6 at 3:00 P.M.. The meeting will be held at Oxnard Elementary School, 10912 Oxnard St., North Hollywood, CA 91605. This session is mandatory for both the Wednesday and Saturday class, "Spanish Reading Through the Language Arts".

THERE WILL BE NO SATURDAY CLASS ON MARCH 9, 1991!

You will receive program information and complete the registration process at this time. If you know of someone who is interested in this class, bring them with you!

Hope to see you there!

Sincerely,

Eloise Cantrell

Eloise Cantrell,
Program Director

Gayle Brosseau

Gayle Brosseau
Program Coordinator

EC:aj

cc: Emma Wilson, Region E
Karen Jaye, Region F

letters.91.1.fyi.vmr.

INTER-OFFICE CORRESPONDENCE

LOS ANGELES CITY SCHOOLS

TO: Regions E F Teacher Assistants

Date February 19,

FROM: Emma Wilson, Principal, Burton Street School

SUBJECT: FUTURE TEACHER INSTITUTE PROGRAM AT MISSION COLLEGE

A class in SPANISH READING, using literature based materials is being offered at Mission College for TEACHER ASSISTANTS at two locations for your convenience:

Location No. 1:

OXNARD ELEMENTARY SCHOOL, Region E
10912 Oxnard Street
North Hollywood

Time: 3:00 to 6:00 P.M.

Dates: Wednesdays: March 6, 13, 20, 27,
April 3, 10, 17, 24,
May 1, 8, 15, 22, 29,
June 5, and 12th

Location No. 2:

BURTON STREET SCHOOL, REGION F
8111 Calhoun Avenue
Panorama City

Time: 9:00 A.M. to 12:00 P.M.

Dates: Saturdays: March 9, 16, 23, 30,
April 6, 13, 20, 27,
May 4, 11, 18, 25,
June 1, 8, and 15th

IF YOU ARE INTERESTED YOU MUST ATTEND AN ORIENTATION/MATRICULATION AND ASSESSMENT MEETING WEDNESDAY, FEBRUARY 27, 1991 AT 3:00 P.M. AT BURTON STREET SCHOOL.

Please plan to attend this orientation meeting and be prepared to matriculate on this same day.

If you need further information, please call Emma Wilson at Burton Street School at (818) 908-1287 or Karen Jaye, Bilingual Adviser, at Region E (818) 997-2550.

Approved: Sara A. Coughlin

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Region E Bilingual Teacher Assistants DATE: February 25, 1991

FROM: Karen Jaye, Instructional Adviser, Administrative Region E

SUBJECT: Future Teacher Institute Program at Mission College

A class in Spanish Language Arts, using literature based materials, is being offered at Mission College. Teacher Assistants may attend at one of the following locations:

Location No.1: OXNARD ELEMENTARY SCHOOL, REGION E
10912 Oxnard Street
North Hollywood

Time: **3:00p.m.-6:00p.m.**

Dates: WEDNESDAYS: March 6, 13, 20, 27,
April 3, 10, 17, 24,
May 1, 8, 15, 22, 29,
June 5, and 12th

Location No. 2: BURTON STREET SCHOOL, REGION F
8111 Calhoun Avenue
Panorama City

Time: **9:00a.m.-12:00 p.m.**

Dates: SATURDAYS: March 9, 16, 23, 30,
April 6, 13, 20, 27,
May 4, 11, 18, 25,
June 1, 8, and 15th

If you are interested, an orientation/matriculation and assessment meeting will be held Wednesday, February 27, 1991 from 3:00p.m. to 6:00p.m. at Burton Street School.
Please plan to attend an orientation meeting and be prepared to matriculate on the same day.

For further information and assistance, please call Emma Wilson, Principal, Burton Street School at (818) 908-1287 or Karen Jaye, Bilingual Adviser, Region E at (818) 997-2490

Approved: Gabriel Cortina, Superintendent, Region E

Agenda

Orientation
February 27, 1991

I. Welcome - Gayle Brosseau (Introduce Emma Wilson)

II. Overview of the Program - Gayle Brosseau (10 minutes)

III. Class Description - Karen Jaye (10 minutes)

IV. Motivational - Blanca Cerrillos - (15 minutes)

V. Admission to College - Jose Luis Ramirez (1 hour)

VI. Collect
    1. Survey
    2. Application

VII. Questions

VII. Conclusion

Minutes

Orientation

February 27, 1991
3 - 6 pm

I. Welcome Thank Emma Wilson (Region F) - Gayle Brosseau

II. Overview of the Program - Gayle Brosseau
A. Survey / Flow Chart

III. Class Description - Karen Jaye

IV. Motivational - Blanca Cerrillos

V. Admission to Mission College - Details (1 hour)
A. Jose Luis ______________
1. Orientation to college
2. Application / Matriculation Status Form
3. Assesment (date-to be determined -2 hours)
a. March 28
b. April 17
4. Advisement Counseling
a. Individual Education Plan
5. Follow up Counseling Sessions
6. Services
a. Counseling
(1) Academic
(2) Transfer
(3) Career
(4) Veterans
(5) Foreign Students
(6) Personal
b. Other
(1) Financial aid
(2) Child Care
(3) EOPS
(4) Tutoring
(5) Students with Disabilities Office

B. Video

VI. Material Needed

- A. 1. Video Recorder
- B. T.V.
- C. Video Tape (counselors)
- D. Pencils
- E. Student Profile Survey/Career Ladder Flow Chart
- F. Class Schedules Handout
- G. Class Description Handout
- H. Applications / Matriculation Materials(counselors)
- I. Application brochures (counselors)
- J. Signs to direct students for registration
  - 1. New Students Register Here
  - 2. Current Students already Enrolled
- K. Outside signs and arrows directing participants to location of meeting.
- L. Tape/ thumb tacks (items to secure signs)
- M. Backboard and chalk or whiteboard and markers
- N. Overhead if needed
- O. Handouts
  - 1. Agendas
  - 2. Mission to Success
  - 3. Brochure: Future Teacher Institute
- P. Camera/film
- Q. Stapler to secure participants completed forms(for on-site registration)
- R. Labeled manila envelopes for completed forms
- S. PA system if needed

VII. Preparation

- A. Determine location
  - 1. Adequate seating
  - 2. Adequate tables
- B. Testing and matriculation materials
- C. Determine who is on agenda and needs to be introduced
- D. How much time neeeded
- E. Letters announcing orientation meeting
  - 1. one month prior to allow for all approvals from superintendent

COHORT GROUP MEETING

-Enrollment-

March 6, 1991

PACKETS FOR ENROLLMENT PROCESS

I. "Mission to Success" pamphlet

II. Directory Card

III. Application for Admissions

IV. Matriculation Status Form

V. Matriculation/Assessment Dates

VI. Enrollment form for Future Teachers Institute

VI. Education Survey

VII. Career Ladder

VIII. Dates/Times/Locations of Classes

SOCIAL SECURITY NO ____ NAME ____ BIRTHDATE ____ RES ____ TERM ____

LEGAL ADDRESS

IF INCORRECT, WRITE CORRECTION SPACE BELOW ▶ ____ NUMBER / STREET ____ CITY ____ STATE ____ ZIP CODE

TELEPHONE NUMBER	AREA ( ) HOME	AREA ( ) BUSINESS

MAJOR CODE 1305	IF INCORRECT OR MISSING, WRITE NEW MAJOR CODE BELOW MAJOR CODE NUMBER ▶

I HEREBY CERTIFY THAT THE ABOVE IS CORRECT: ____ SIGNATURE ____ DATE

IN EMERGENCY, CONTACT:

NAME

RELATIONSHIP

TELEPHONE ( )

ADMISSIONS OFFICE

DIRECTORY CARD

COMPLETE REVERSE SIDE OF THIS FORM

1. ____ LAST NAME ____ FIRST NAME

2. ☐☐☐ - ☐☐ - ☐☐☐☐ SOCIAL SECURITY NUMBER

3 Write the total number of **paid** hours per **week** you expect to work this term

▶ ____

4. DIRECTORY INFORMATION MAY INCLUDE STUDENT'S NAME, CITY OF RESIDENCE, DATE OF BIRTH, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, AND THE MOST RECENT EDUCATIONAL AGENCY OR INSTITUTIONS ATTENDED BY THE STUDENT.

WRITE "NO" IF YOU DO NOT WANT DIRECTORY INFORMATION RELEASED

▶ ____

5.

FIRST CHOICE OF CLASSES			SECOND CHOICE OF CLASSES		
COURSE & NUMBER	UNITS	SECTION NO	COURSE & NUMBER	UNITS	SECTION NO
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
TOTAL UNITS			TOTAL UNITS		

IMPORTANT!! PLEASE PRINT THIS FORM CLEARLY

LOS ANGELES MISSION COLLEGE
MATRICULATION STATUS FORM

NAME__________________________SOC.SEC. # ____________________

I would like to take classes in English as a Second Language (ESL).	YES	NO
Me gustaria tomar clases de Inglés como Segundo Idioma.	SI	NO

PLEASE CIRCLE YES OR NO FOR EACH ITEM BELOW:

1. I have an Associate (AA or AS) degree; and /or a Bachelor (BA or BS) degree from: YES NO

____
Name of College Approx. year

2. I have completed an English placement test within the Los Angeles Community Colleges in the last two years and placed in English 21, 28,60-65, 1, or 101. Please circle and write in name of college. YES NO

____
Name of College Approx. year

3. I have competed English 21, 28,60-65, 1, or 101 within the Los Angeles Community College District. Please circle and write in name of college. YES NO

____
Name of College Approx. year

4. I Plan to enroll in:

A Bank of America Class only..	YES	NO
Water Supply Technology only..	YES	NO
3 units or less of jewelry, or craft classes only..............................	YES	NO
P.E. activity class only..	YES	NO

4. I hold a Real Estate Sales License, and plan to enroll in Real Estate 16 or 18. YES NO

NOTE: If you have completed placement testing or an English course at a college or university outside of the L.A. Community College District, and have proof, you can consult a counselor as to the possibility of waiving the Orientation and Assessment.

WAIVE ORIENTATION:

____
Counselor's Signature (if needed) Date

11/90

Los Angeles Mission College
One of the ten Los Angeles Community Colleges

INTER-OFFICE CORRESPONDENCE

Date: February 20, 1991

To: TO WHOM IT MAY CONCERN

From: Suzanne Ritcheson

Subject: Spring orientation/Assessment

The following dates have been scheduled for Spring 1991 assessment/orientation for continuing students:

March 28, 1991 - Day 8:50-12:30 p.m. Evening 5:50-9:30 p.m.
April 17, 1991 - Day 8:50-12:30 p.m. Evening 5:50-9:30 p.m.

Please have students sign-up in the counseling office if they need assessment/orientation.

A copy of the letter that will be sent to students that did not complete the assessment/orientation before registering Spring 1991 is attached.

c: All Counselors
Andy Mazor
Admissions
Amnesty/Bilingual express
Switchboard
Campus Police
Disabled Students Services
EOP&S

SURVEY

Orientation Meeting
Future Teachers Institute

First Name ____________________ MI___ Last Name____________________________

Home Address___________________________ Social Security#____________________

City _________________________ State_______ Zip________ Phone #_____________

Are you employed as a Teacher Assistant? _____ If yes, where? _____________

Are you currently attending college? ____ Where?____________________________

Have you completed the entry assessment at a college? _______________________

What days to you attend class?______________________ # of units completed____

Please mark an "x" next to the highest educational level you have achieved.

_____Did not finish high school

_____High School Diploma

_____Freshman in College

_____Sophomore in College

_____AA Degree

_____Junior in College

_____Senior in College

_____BA Degree

_____Graduate Work

Special Needs:

Comments:

Survey

Please check only one answer to the following questions.

I. I plan to take the Spanish Reading course on:

________Wednesday - from 3pm to 6pm

________Saturday - from 9am to 12noon

II. What is your main educational objective? (Please mark only one with an "x").

______Obtain a Teacher Aide Certificate without completing an Associate's Degree.

______Obtain a two year Associate's Degree without transfer (what course of study____________________).

______Obtain a Bachelor's Degree after completing an Associate's Degree.

______Obtain a Teaching Credential after completing a Bachelor's Degree.

______Obtain a Master's Degree and a Teaching Credential.

______Undecided on goal.

III. I plan to take the following number of courses per semester:

______ one course per semester (3 units)

______ two courses per semester (6 units)

______ three courses per semester (9 units)

______ four courses per semester (12 units)

______ five courses per semester (15 units)

______ more than five courses per semester

______ undecided

IV. Number of hours I am employed each week:

______I am not employed

______ 6 or less

______ 7 to 12

______ 13 to 20

______ 21 to 30

______ 31 to 40

______ 41 or more

V. What is your combined family income?

______Below 10,000

______10,000-20,000

______21,000-30,000

______31,000-40,000

______ 41,000-50,000

______ 51,000 or above

VI. Number of dependent children living at home?

_____ zero

_____ 1

_____ 2

_____ 3

_____ 4

_____ 5

_____ 6

_____ more than 6

SPANISH READING THROUGH LANGUAGE ARTS

The course offered this semester, 'Spanish Reading Through Language Arts, will focus on Spanish Language Arts strategies with an exposure to Spanish Core Literature. It will define the role of Spanish children's literature and identify the resources available. Through a variety of creative activities participants will experience how to integrate a thematic approach to reading.

Date	Description	Time	Location
February 27 Wednesday	Orientation Matriculation	3pm - 6pm	Burton Street School 8111 Calhoun Ave. Panarama City, CA 91402
March 7 * Thursday	Workshop-CSUN Learning Resource Center	4pm - 7pm	CSUN-South Library 18111 Nordhoff St. Northridge, CA 91330
March 9 Saturday	Class-Spanish 14	9am - 12noon	Burton Street School
March 16 Saturday	Class	9am - 12noon	Burton Street School
March 23 Saturday	Class	9am - 12noon	Burton Street School
March 30 Saturday	Class	9am - 12noon	Burton Street School
April 6 Saturday	Class	9am - 12noon	Burton Street School
April 13 Saturday	Class	9am - 12noon	Burton Street School
April 20 Saturday	Class	9am - 12noon	Burton Street School
April 27 Saturday	Class	9am - 12noon	Burton Street School
May 4 Saturday	Class	9am - 12noon	Burton Street School
May 11 Saturday	Class	9am - 12noon	Burton Street School
May 18 Saturday	Class	9am - 12noon	Burton Street School
May 25 Saturday	Class	9am - 12noon	Burton Street School
June 1 Saturday	Class	9am - 12noon	Burton Street School
June 8 Saturday	Class	9am - 12noon	Burton Street School
June 15 Saturday	Class	9am - 12noon	Burton Street School
April 27 Saturday	Workshop		
	Picnic/Tour		

* Please call Eloise Cantrell at (818) 365-8271 ext 312 to make a reservation for the workshop.

Future Teacher Institute

Class Schedule - Spring 1991

SPANISH READING THROUGH LANGUAGE ARTS

The course offered this semester, "Spanish Reading Through Language Arts, will focus on Spanish Language Arts strategies with an exposure to Spanish Core Literature. It will define the role of Spanish children's literature and identify the resources available. Through a variety of creative activities participants will experience how to integrate a thematic approach to reading.

Date	Description	Time	Location
February 27 Wednesday	Orientation Matriculation	3pm - 6pm	Burton Street School 8111 Calhoun Ave. Panarama City, CA 91402
March 6 Wednesday	Class-Spanish 14	3pm - 6pm	Oxnard Elementary 10912 Oxnard St. North Hollywood, CA
March 7 * Thursday	Workshop CSUN Learning Resource Center	4pm - 7pm	CSUN-South Library 18111 Nordhoff St. Northridge, CA 91330
March 13 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
March 20 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
March 27 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
April 3 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
April 10 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
April 17 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
April 24 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
May 1 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
May 8 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
May 15 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
May 22 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
MAY 29 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
June 5 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
June 12 Wednesday	Class	3pm - 6pm	Oxnard Elementary School
	Workshop		
	Picnic/Tour		

* Please call Eloise Cantrell at (818) 365-8271 ext 312 to make a

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 4, 1991

Ms. Blanca Cerrillos
11137 Sherman Way
Apt. #2
Sun Valley, CA 91352

Dear Blanca,

The orientation meeting of the Future Teachers Institute was a successful overview of the project we are coordinating with the L.A. Unified School District, California State University, Northridge and Los Angeles Mission College. I would like to thank you for your motivational presentation.

Having you there to share your story helped promote the concept of the support services that the participants will receive by being a member of a cohort group. Judging from the response you received, your talk was an inspiration.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Director

cc: Eloise Cantrell,
Project Supervisor

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 · 3294 (818) 365-827

March 4, 1991

Jose Luis Ramirez
Los Angeles Mission College
1212 San Fernando Road
San Fernando, CA 91340

Dear Jose,

The orientation meeting of the Future Teachers Institute was a successful overview of the project we are coordinating with the L.A. Unified School District, California State University, Northridge, and Los Angeles Mission College. I would like to thank you for your presentation, ‘An Orientation to Mission College’. The information you presented clarified many of the questions the participants had and fostered an enthusiastic response from them.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Director

cc: Eloise Cantrell,
Project Supervisor

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 4, 1991

Mrs. Emma Wilson
Burton Street School
8111 Calhoun Ave.
Panarama City, CA 91402

Dear Emma,

The orientation meeting of the Future Teachers Institute was a successful overview of the project we are coordinating with the L.A. Unified School District, California State University, Northridge and Los Angeles Mission College. I would like to thank you for hosting the meeting and your introduction of Sally Coughlin, Superintendent of Region F.

All participants of the Future Teacher Institute will meet on Wednesday, March 6, 1991 at 3:00 p.m. at Oxnard Elementary School for completion of enrollment. Announcements will be made at that meeting regarding starting class dates, workshop dates and spring break dates. In order to hold both the Wednesday and Saturday classes we will need approximately twenty more participants.

Our next meeting of the L.A. Unified and Mission College team will meet on Wednesday, March 13, at 10:00 a.m. at Mission College, 1437 San Fernando Road, Room 7. We will continue to discuss the details of the class, Spanish Reading through the Language Arts.

You are invited to a meeting which has been set for March 19 at 3:30 p.m. at Mission College in the President's Conference Room, 1241 San Fernando Road. This meeting will explain the Future Teacher Institute grant which Mission College received.

Sincerely,

Gayle Brosseau

Gayle D. Brosseau,
Project Director

cc: Eloise Cantrell,
Project Supervisor

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-827

March 7, 1991

Mrs. Ann Carnes
Oxnard Street School
10912 Oxnard Street
North Hollywood, CA

Dear Ann,

Thank you for providing your facility for the meeting of the Future Teachers Institute. The teacher assistants who attended this meeting are enrolled and are ready to begin their first class on Wednesday, March 13. The participants will gather in the auditorium on that date at 3:00 p.m..

It was a pleasure meeting you on Wednesday. If I can be of any assistance please leave a message at (805) 526-6631 or (818) 365-8271 ext. 270.

Sincerely,

Gayle D. Brosseau
Project Director

cc: Eloise Cantrell
Project Supervisor

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

well J. Erickson, President
1212 San Fernando Rd. San Fernando, CA 91340 - 3294 (818) 365-8271

March 18, 1991

Mrs. Emma Wilson
Burton Street School
8111 Calhoun Ave.
Panarama City, CA 91402

Dear Emma,

Thank you for providing your facility for the meeting of the Future Teachers Institute on Saturday. We had a well attended class with twenty-seven paid registrations. Several people indicated that they would enroll by bringing their completed applications to Mission College during the week.

Renee asked if another table and ten chairs could be added to this classroom to accommodate the participants.

If you have any questions or concerns please leave a message at (805) 526-6631 or (818) 365-8271 ext. 270.

Sincerely,

Gayle D. Brosseau
Future Teachers Institute

cc: Eloise Cantrell
Project Director

COHORT GROUP MEETING

-Individual Education Plans

June 6 and 12, 1991

Los Angeles Mission College

Individual Education Plan

Student ______________________ Student ID# ______________ Date ________

Telephone # ______________________ Catalog Year ________ Current GPA ________

Student Matriculation Status ☐ Exempt ☐ Non-exempt

Matriculation Activities Competed ☐ Assessment ☐ Orientation

Probation Status ☐ Good Standing ☐ Academic Probation ☐ Progress Probation ☐ Subject to Dismissal

---

Assessment Levels

Date ________

Reading ______________ Writing ______________ Math ______________

High School Eligibility UC __________ Yes/No CSU __________ Yes/No

Courses to Build Skills: ____

____

Educational Goals

Major (if applicable) ______________________

- ☐ 1. Vocational Certificate ______________
- ☐ 2. A.A./A.S. ______________
- ☐ 3. Transfer (University) ______________
- ☐ 4. Personal Development
- ☐ 5. Improve Vocational Skills

Information Provided

- ☐ Graduation Requirements. Plan A__ Plan B__ Transfer AA__
- ☐ Transfer Requirements: University ______________
- ☐ Major Requirements: A.A./A.S.__ Transfer__
- ☐ Certificate Requirements ______________

College Program

______________ Semester	Units	______________ Semester	Units
Total		Total	

Comments

____

____

____

Referrals

Student was referred to the following departments for additional assistance.

- ☐ Financial Aid Office
- ☐ Learning Resource Center
- ☐ Career Center
- ☐ Disabled Student Services
- ☐ Other ______________
- ☐ Veterans
- ☐ ESL
- ☐ EOP&S Office
- ☐ Child Development Center

______________________ ______________________

Counselor Signature Student Signature 4/89

Los Angeles Mission College

One of the ten Los Angeles Community Colleges

INTER-OFFICE CORRESPONDENCE

Date: May 3, 1991

To: Leslee Koretzke

From: Gayle Brosseau, Coordinator, Future Teachers Institute

Subject: Future Teachers Institute

Leslee, here is our list of participants in the Future Teachers Institute. As per our phone conversation, could you:

(1) provide Ada Ocasio,secretary-Future Teachers Institute, with a list of students who have an Individual Education Plan (IEP)

(2) send a letter to those participants who do not have an IEP, advising them to make an appointment with counseling for completion of an IEP required by the Future Teachers Institute.

Thank you,

Gayle Brosseau

Los Angeles Mission College
One of the ten Los Angeles Communi

INTER-OFFICE CORRESPONDENCE

Date: May 17, 1991

To: Gayle Brosseau
Future Teachers Institute

From: Ada N. Ocasio
Future Teachers Institute

Subject:
SCHEDULED DATES FOR 6/1/91 AND 6/12/91

Joanne Flink has scheduled the dates June 6, 1991 and June 12, 1991 to attend Oxnard Street School.

GDB/ao

memos.91.12

APPENDIX "B"

ARTICULATION AGREEMENTS

Articulation Agreement

1990 - 1991

Los Angeles Community College District
and
California State University, Northridge

ABOUT THIS AGREEMENT

The articulation agreement summarizes decisions about curriculum made by faculty members at California State University, Northridge (Sections I-III) and by the Evaluations Section, Admissions and Records (Section IV), in consultation with community college articulation officers, and is published by the articulation officer at CSUN, in the Office of Academic Programs.

The agreement is intended to provide faculty, counselors, and students with news about how coursework from the community college will apply to requirements at CSUN, both to satisfy lower division major requirements and the Plan C general education requirements.

Students who begin their collegiate studies in 1990-91 and who maintain continuous attendance are subject to the requirements of the articulation agreement and catalog bearing that date. Other students may have the right to pursue coursework using a previous catalog and articulation agreement, depending on when they have established "catalog rights." These are established by enrollment at a California community college or a CSU campus, and by maintaining "continuous attendance" until graduation from CSUN.

With respect to general education, it may be to the student's advantage to pursue coursework outlined in the community college's certification plan, rather than the plan outlined for Plan C students in Part IV of the agreement; consultation with a community college expert on the certification process is recommended.

Counselors, faculty, or students who desire clarification of the rules governing "catalog rights," "continuous attendance," or certification programs are encouraged to contact the community college/district articulation officer, the Admissions and Records Office at CSUN, or the articulation officer at CSUN for more particular information.

The articulation agreement is published annually, and is widely distributed to community college and CSUN faculty and staff; additional copies are available from Academic Programs at CSUN until supplies are exhausted. Readers are welcome to make copies of the document as needs dictate. Because the agreement is a complicated document, risk of error is high; please report errors as they become apparent.

ARTICULATION AGREEMENT 1990-1991

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

AND

THE LOS ANGELES COMMUNITY COLLEGES:

East Los Angeles College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade Technical College
Los Angeles Valley College
West Los Angeles College

Effective for students entering the Los Angeles Community Colleges during the academic year 1990-1991 and who are continuously enrolled until point of transfer. Continuous attendance is established by enrollment in at least one semester (or two quarters) each calendar year.

PART I COURSES ACCEPTABLE FOR MEETING MAJOR REQUIREMENTS

PART II COURSE EQUIVALENCY LIST

PART III SHORT SUMMARY OF MAJOR REQUIREMENTS -- SELECTED COMMUNITY COLLEGES

PART IV CSU NORTHRIDGE GENERAL EDUCATION PLAN C

Produced by:
Michael Newcomb,
Articulation Officer, CSUN and
Mae Seidner,
Assistant Director, Curriculum and
College Relations, Los Angeles
Community College District.

PART I

COURSES ACCEPTABLE FOR MEETING MAJOR REQUIREMENTS

(Dashes between course numbers indicate course sequences, all parts of which are required.)

CSUN REQUIRED COURSES	ACCEPTABLE LACCD COURSES

ANTHROPOLOGY: B.A. School of Social and Behavioral Sciences

Core Courses:

Anthropology 151	Anthropology 101
Anthropology 152	Anthropology 102

Optional Program: Students may design a major program reflecting specialized or interdisciplinary interests. Consult the department.

ART: B.A. School of the Arts

Art 124A	Art 201
Art 124B	Art 202
Art 140	Art 501
Art 141	Art 502

Two courses from:

Art 110	Art 101
Art 111	Art 102
Art 112	No Equivalent

Art Electives - (6-10 units): Electives should be selected for the purpose of satisfying prerequisites for upper division courses or for sampling areas in which the student might wish to specialize.

BIOLOGY: B.A., B.S. School of Science and Mathematics

B.A. Degree:

Mathematics proficiency to 105	Mathematics 240 and 245 or Mathematics 201 or Mathematics 260
Biology 106-106L-107-107L	Biology 6-7
Chemistry 101-102/Labs	Chemistry 1-2

Physics 100AB, AL, BL	Physics 6-7 or 21-22

Physics laboratory (Physics 100AL, 100BL) not required in Environmental option.

Cellular and Molecular Option:

Add Mathematics 255AB (recommended)	Mathematics 261-262 or 265-266

Environmental Option:

*Add Mathematics 255AB	Mathematics 261-262 or 265-266
*Chemistry 235	Chemistry 14

Medical Technology Option:
(After transfer)

Microbiology:

Add Mathematics 255AB (recommended)	Mathematics 261-262 or 265-266

General Biology:

*Biology 281-282	Physiology 1 or 3
*Mathematics 255A	Mathematics 255 or 261 or 265

*Upper division alternatives available after transfer

B.S. Degree:

Biology 106-106L-107-107L	Biology 6-7
Chemistry 101-102/Labs	Chemistry 1-2
Physics 100AB	Physics 6-7 or 21-22

Option I - Cell and Molecular:

Mathematics 255A	Mathematics 255 or 261 or 265
Physics 100AL, BL	Physics 6-7 or 21-22
Recommended: Mathematics 255B	Mathematics 262 or 266

Option II - Environmental Biology:

Chemistry 235 or	Chemistry 14
*Chemistry 333-334	No Equivalent
Mathematics 255A	Mathematics 255 or 261 or 265
Mathematics 140	Mathematics 225

*recommended for students pursuing advanced degrees

Option III - Microbiology:

Computer Science 100	See Chart in Part II
Mathematics 255A or 150A	Mathematics 255 or 261 or 265
Physics 100AL, BL	Physics 6-7 or 21-22
Recommended: Mathematics 255B	Mathematics 262 or 266
Recommended: Mathematics 140	Mathematics 225

BUSINESS ADMINISTRATION: B.S. School of Business Administration and Economics

Note: Grade of "C" or better required for core courses.

Core Requirements:

Economics 160-161	Economics 1-2
Mathematics 103 or	Mathematics 235 (Valley and Pierce only) or
Mathematics 150A or Mathematics 255A	Mathematics 261 or 265 or Mathematics 255
Accounting 220AB	Accounting 1-2
Business Law 280	Business 5 or Law 1

Computer Literacy Requirement:

Satisfy one alternative:

1. Computer Science 100 and MIS 226	See Chart in Part II for CS100; MIS 226 has no equivalent
2. MIS 225	No Equivalent
3. Pass Computer Literacy Examination	

Accounting Theory and Practice:

Mathematics 150A or 203 or 255A	Mathematics 255 or 261 or 236 (Valley and Pierce only) or 265

International Business:

Foreign Language through Level 4

Management Information Systems:

Computer Science 101	See Computer Science Chart in Part II
Computer Science 105COB	See Computer Science Chart in Part II
Mathematics 150A or 203 or 255A	Mathematics 255 or 261 or 236 (Valley and Pierce only) or 265

Management Systems Analysis or Production and Operations Management Option:

Computer Science 101	See Computer Science Chart in Part II
Computer Science 105FOR or 105COB or 105PAS	See Computer Science Chart in Part II

Other Options: **Finance, Human Resource Management, Marketing, Office Systems, Organizational Systems Management, Real Estate**

BUSINESS EDUCATION: B.S. School of Business Administration and Economics (Credential Program)

Mathematics 103	Mathematics 235 (Valley and Pierce only)
Economics 160-161	Economics 1-2
Accounting 220AB	Accounting 1-2
Business Law 280	Business 5 or Law 1

Computer Literacy Requirement: See Business Administration major above.

Credential candidates must select a specialization in accounting, economics, office systems, or marketing after transfer. The credential candidate must also demonstrate proficiency in keyboarding.

CHEMISTRY: B.A., B.S. School of Science and Mathematics

B.A. Degree:

Chemistry Option:

Chemistry 101-102/Labs	Chemistry 1-2
Mathematics 255AB	Mathematics 261-262 or 265-266
Physics 100AB/L	Physics 6-7 or 21-22

B.S. Degree:

Chemistry 101-102/Labs	Chemistry 1-2
Mathematics 150AB	Mathematics 261-262 or 265-266
Mathematics 250	Mathematics 263 or 267
Mathematics 280	Mathematics 275
Physics 220ABC/L	Physics 1-2-3-4 or 37-38-39

Biochemistry Degree:

Add Biology 106-107 w/Labs	Biology 6-7

CHICANO STUDIES: B.A. School of Humanities

Chicano Studies 100	Chicano Studies 2
Chicano Studies 201	Chicano Studies 42 or Spanish 12
Chicano Studies 230	After transfer
Chicano Studies 270	After transfer

CHILD DEVELOPMENT: B.A. School of Communication, Health and Human Services (Interdisciplinary Major)

Required:

Mathematics 140	Mathematics 225 or may substitute *Statistics 1

One course from:

Psychology 250	Psychology 2
Biology 281	Physiology 1 or 3

Electives: Up to twelve units of electives; consult CSUN program advisor.

Child Mental Health Specialist Option:
(Selective Admission)

Psychology 250	Psychology 2

*Statistics 1 is not equivalent to Mathematics 140 and does not satisfy the Plan C mathematics requirement.

COMMUNICATIVE DISORDERS: B.A. School of Communication, Health and Human Services

Mathematics 140	Mathematics 225 or may substitute *Statistics 1
Biology 101	Biology 3

*Statistics 1 is not equivalent to Mathematics 140 and does not satisfy the Plan C mathematics requirement.

Select one course from:

Spanish 101-101C	Spanish 1
Special Education 160	ASL 1 (Pierce only)
Speech Communication 250	Speech Coomunication 121

COMPUTER SCIENCE: B.S. School of Engineering and Computer Science

Core Requirements:

Computer Science 110-110L, 122, 182, 222, 232, 242	See Computer Science Chart, Part II
Mathematics 150AB	Mathematics 261-262 or 265-266
Mathematics 262	Mathematics 270
Philosophy 230	Philosophy 9

Select one sequence from:

Biology 106-107 w/Labs	Biology 6-7
Chemistry 101-102 w/Labs	Chemistry 1-2
Physics 220AB w/labs	Physics 1 and 3 (or 37-38)

Proficiency in the programming languages FORTRAN & COBOL is a prerequisite to enrollment in Computer Science 232 and Computer Science 242 respectively. Such proficiency may be demonstrated by course work or examination. A grade of "C" or better is required in all major courses. Majors must complete the lower division writing proficiency requirement with a grade of "C" or better before enrollment in Computer Science courses at the 300 level.

A Computer Science Qualifying Test is required as a condition of admission to the junior level computer science courses. Consult the Department (818-885-3398) for details.

DEAF STUDIES: B.A.

Core requirements:

Special Education 160, 161, 280	American Sign Language 1, 2, 3 (Pierce only)

Communication Sciences and Services Option:

Add Speech Communication 250	Speech Communications 121

Electives Include:

Special Education 250	American Sign Language 17 (Pierce only)
Special Education 281	American Sign Language 4 (Pierce only)

Language and Culture Option:

Add Special Education 281	American Sign Language 4 (Pierce only)

Electives include:

Speech Communication 250	Speech Communications 121

Human Services Option:
(Upper Division Only)

Special Option:
(By Arrangement)

EARTH SCIENCE: B.A. School of Science and Mathematics
(Interdisciplinary Major)

Astronomy 152	Astronomy 1
Chemistry 101-102/Labs	Chemistry 1-2
Geography 103	Geography 3 or Meteorology 3
Geology 101	Geology 1 or 4
Geology 205	Geology 6
Geology 206	After transfer
Geology 207	Mineralogy 1
Mathematics 140 or Computer Science 101-105FOR	Mathematics 225 or (consult chart in Part II for Computer Science 101-105)
Physics 100AB/L	Physics 6-7 or 21-22

Select one:

Mathematics 255A	Mathematics 255 or 261 or 265
Mathematics 150A	Mathematics 261 or 265

ECONOMICS: B.A. School of Business Administration and Economics

Note: No grade lower than "C" will be accepted on transfer from another institution to satisfy Department requirements.

Accounting 220AB	Accounting 1-2
Economics 160-161	Economics 1-2
*Mathematics 103 or 150A or 255A	Mathematics 235 (Valley and Pierce only) or 261 or 265 or 255

Select one:

Philosophy 210	Philosophy 7
Philosophy 230	Philosophy 9
Mathematics 262	Mathematics 270
Mathematics 203	Mathematics 236 (Valley and Pierce only)

Electives: Lower Division Foreign Language courses may apply in the major as well as some Mathematics. See the current CSUN catalog.

*Students planning to attend graduate school should take in lieu of Mathematics 103:

Mathematics 150AB and 262	Mathematics 261-262 or 265-266 and Mathematics 270

ENGINEERING: B.S. School of Engineering and Computer Science

Note: A grade of "C" or better is required in all courses which are prerequisites to other courses.

Lower Division requirements: SEE CHART

ENGLISH: B.A. School of Humanities

Foreign Language: Students majoring in English are encouraged to take a foreign language as part of their college program. Competence in one or more foreign languages is a common requirement for advanced degrees.

ENGINEERING MAJORS

COURSE EQUIVALENCIES
LA COMMUNITY COLLEGES

CSUN	UNITS	CITY	EAST LA	HARBOR	MISSION	PIERCE	SOUTHWEST	TRADE-TECH	VALLEY	WEST-LA
CHEM 101/L	5	CHEM 1	CHEM 1	CHEM 1	CHEM 1	CHEM 1	CHEM 1	CHEM 1	CHEM 1	CHEM 1
CHEM 106	3	CHEM 2	CHEM 2	CHEM 2	CHEM 2	CHEM 2	CHEM 2	CHEM 2	CHEM 2	CHEM 2
PHYS 220A/L	4	PHYS 1	PHYS 1	PHYS 37	PHYS 1	PHYS 37	PHYS 37	NE	PHYS 37	PHYS 37
PHYS 220BL	4	PHYS 3	PHYS 3	PHYS 38	PHYS 3	PHYS 38	PHYS 38	NE	PHYS 38	PHYS 38
PHYS 220D	3	PHYS 4	PHYS 4	PHYS 39	PHYS 2	PHYS 39	PHYS 39	NE	PHYS 39	PHYS 39
MATH 150A	5	MATH 261	MATH 261	MATH 265	MATH 265	MATH 261	MATH 265	MATH 265	MATH 265	MATH 261
MATH 150B	5	MATH 262	MATH 262	MATH 266	MATH 266	MATH 262	MATH 266	MATH 266	MATH 266	MATH 262
MATH 250	3	MATH 263	MATH 263	MATH 267	MATH 267	MATH 263	MATH 267	MATH 267	MATH 267	MATH 263
MATH 280	3	MATH 275	MATH 275	MATH 275	MATH 275	MATH 275	MATH 275	NE	MATH 275	MATH 275
COMP 106/L	2-1	NE	NE	NE	NE	CS507&513	NE	NE	NE	NE
CE 107/L	2	ENGR 4	ENGR 4	ENGR 4	GE 4 OR 41	ENGR 4	ENGR 4	NE	ENGR 4	ENGR 4
IE 227/L	4	NE	ENGR5/NO LAB	NE	ENGR5/NO LAB	ENGR5/NO LAB	ENGR5/NO LAB	NE	ENGR5/NO LAB	NE
CE 240	4	ENGR 7&8 OR ENGR 9	ENGR 7&8 OR ENGR 9	NE	ENGR 9	ENGR 7&8 OR ENGR 9	ENGR 9	NE	ENGR 7&8 OR ENGR 9	NE
ENGR 240N/L	4	NE	NE	NE	NE	NE	NE	NE	NE	NE

NOTES:
1. Students may take either Chemistry 106 or Physics 220D
2. A grade of C or better is required in all courses transferred into the engineering major
3. NE = No Equivalent

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

Option I - Literature:

Select two courses from:

English 263	English 212
English 264	English 211
English 265	English 213

Select two courses from:

English 258	English 205
English 259	English 206
English 275	English 207 or 208

Option II - Writing:

Required:

English 208	English 127

One course from:

English 263	English 212
English 264	English 211
English 265	English 213

Second course from:

English 263	English 212
English 264	English 211
English 265	English 213
English 258	English 205
English 259	English 206
English 275	English 207 or 208

Credential and Contract Options: See current CSUN catalog

FRENCH: B.A. School of Humanities

Foreign Lang. & Lit. 295AB	English 203 and 204 may substitute
French 200, 202, 204, 206	Pending

GEOGRAPHY: B.A. School of Social and Behavioral Sciences

Select one course from two of the following three categories:

1. Physical:

Geography 101 or 103	Geography 1 or 3 or Meteorology 3

2. Human:

Geography 140 or 150 or 160 or 181 or 190	Geography 5 or 2 or 7

3. Techniques:

Geography 205	Geography 6

GEOLOGY: B.S. School of Science and Mathematics

Option I - Geology:

Geology 101	Geology 1
Geology 205	Geology 6
Geology 207	Mineralogy 1
Chemistry 101-102 w/Labs	Chemistry 1-2
Computer Science 101	See Computer Science Chart in Part II
Computer Science 105FOR or BAS or PAS	See Computer Science Chart in Part II
Mathematics 150A	Mathematics 261 or 265
Physics 100AB/L or Physics 220AB/L	Physics 6-7 or 21-22 or Physics 1-2-3-4 or 37-38-39

*Select one:

Mathematics 150B	Mathematics 262 or 266
Mathematics 140	Mathematics 225
Physics 220C-CL	Covered by equivalency listed for 220AB above.

*Upper division alternatives available after transfer.

Option II - Geophysics:

Chemistry 101-102 w/Labs	Chemistry 1-2
Computer Science 101 and	See Computer Science Chart in Part II
Computer Science 105FOR	See Computer Science Chart in Part II
Geology 101	Geology 1
Geology 205	Geology 6

Geology 207	Mineralogy 1
Mathematics 150AB	Mathematics 261-262 or 265-266
Mathematics 250	Mathematics 263 or 267
Mathematics 280	Mathematics 275
Physics 220ABC/L	Physics 1-2-3-4 or 37-38-39

GERMAN: B.A. School of Humanities

German 201-202	German 3-4
Foreign Literature in Translation 295AB	English 203 and 204 may substitute
German 204	German 5

HEALTH SCIENCE: B.S. School of Communication, Health and Human Services

Required in all options:

Psychology 150	Psychology 1
Sociology 150	Sociology 1

Option I - Health Education:

Biology 101	Biology 3 or 5
*Biology 220 or 260	Biology 9
Biology 281	Physiology 1
Chemistry 103	Chemistry 3 or 10 or 11
*Health Science 131 or	Health 9 or 10 or 11
Health Science 132	No Equivalent
Mathematics 106	May substitute Mathematics 240, 245

*Credential candidates must take Biology 211-212 (Anatomy 1) instead of Biology 220 or 260, and Health Science 131.

Option II - Environmental and Occupational Health:

Biology 101 or 106-107 w/Labs	Biology 3 or 5 or Biology 6-7
Biology 215	Microbiology 1 or 20
Biology 281	Physiology 1 or 3 or 9
Chemistry 101-102 or	Chemistry 1-2
Chemistry 103-104	After transfer
Chemistry 235 or upper division Organic chemistry courses	Chemistry 14
Health Science 132	No Equivalent

Physics 100AB/L	Physics 6-7 or 21-22
Mathematics 106	May subst Math 240, 245 (or Math 260)

Option III - Health Administration:

Accounting 220AB	Accounting 1-2
Biology 101	Biology 3 or 5
Biology 281	Physiology 1
Chemistry 103	Chemistry 3 or 10 or 11
Health Science 132	No Equivalent
Mathematics 103	Mathematics 235 (Valley and Pierce only)

Option IV - Physical Therapy: (Limited admission -- see CSUN catalog)

Biology 101	Biology 3 or 5
Biology 211-212, 281-282	Anatomy 1 and Physiology 1; or Physiology 8-9 or Biology 20
Physics 100AB/L	Physics 6-7 or 21-22
Mathematics 106	May substitute Mathematics 240, 245
Chemistry 101-102 or	Chemistry 1-2 or
Chemistry 103-104	After transfer

Option V - School Nursing/Nursing Services: (Limited to Registered nurses)

*Health Science 132	No Equivalent
Health Science 170	Health 12
*Biology 101	Biology 3 or 5
*Chemistry 103	Chemistry 3 or 10 or 11
Mathematics 140	Mathematics 225 or may substitute **Statistics 1

*Equivalency will be granted for some courses taken for the RN license. Consult an advisor in Health Science at CSUN for details.

**Statistics 1 is not equivalent to Mathematics 140, and does not satisfy the Plan C mathematics requirement.

Option VI - Radiologic Technology:

Biology 101	Biology 3 or 5
Biology 211-212, 281-282	Anatomy 1 and Physiology 1 or 3; or Physiology 8-9 or 6 or Biology 20
Chemistry 103	Chemistry 3 or 10 or 11
Physics 100AB/L	Physics 6-7 or 21-22
Mathematics 106	May substitute Mathematics 240, 245

HISTORY: B.A. School of Social and Behavioral Sciences

Choose one from each of the following:

a. History 150	History 1
History 151	History 2
b. History 270	History 11 or 17
History 271	History 12 or 18
c. History 145	History 27
History 161	History 5 and 6
History 185, 191, 192	No Equivalent

d. History 197 or other lower division course -- Any course listed in a, b, or c, or any other history course which is equated to a CSUN lower division history course -- see Part II.

HOME ECONOMICS: B.S. School of Communication, Health and Human Services

Core requirements for all options:

*Science

Home Economics 170, 232	No Equivalents

*Counselors are encouraged to consult the Home Economics Department for science requirements.

Option I - Teaching:

Consult the Department

Option II - Business:

Concentration in Consumer Science/Equipment:

Home Economics 160	Family and Consumer Studies 17 or Fashion Design 200
Home Economics 207	Family and Consumer Studies 21

Elective choices may include:

Business Law 280	Business 5 or Law 1
Computer Science 100	See Chart in Part II

Concentration in Textile Apparel and Fashion Merchandising:

Home Economics 150-150L	Family and Consumer Studies 10 or Fashion Design 141
Home Economics 160	Family and Consumer Studies 17 or Fashion Design 200
Home Economics 207	Family and Consumer Studies 21
Home Economics 255	No Equivalent
Home Economics 271	Family and Consumer Studies 13
Chemistry 105	May substitute Chemistry 3 or 4 or 9 or 10 or 11

Elective choices may include:

Business Law 280	Business 5 or Law 1

Concentration in Food Science/Food Service:

Biology 101	Biology 3 or 6
Biology 215	Microbiology 1 or 20
Biology 281	Physiology 1
Chemistry 103-104	May substitute Chemistry 1-2
Chemistry 235	Chemistry 14
Home Economics 150-150L or 160	Family and Consumer Studies 17 or Fashion Design 141
Home Economics 201	Family and Consumer Studies 24
Home Economics 207	Family and Consumer Studies 21

Elective choices may include: (two courses)

Business law 280	Business 5 or Law 1
Computer Science 100	See Computer Science Chart in Part II
Computer Science 101/105BAS	See Computer Science Chart in Part II
Journalism 100	Journalism 100 or 105
Journalism 110	Journalism 101

Concentration in Interior Design:

Home Economics 114 or Art 3D 114	No Equivalent
Home Economics 160	Family and Consumer Studies 17
Home Economics 211 or Art 3D 247	No Equivalent
Art History 112 or 315	No Equivalent
Art 2D 124A	Art 201
Art 3D 124C, Art 3D 236	No Equivalents
Art 3D 141	Art 502

Option III - Dietetics:

Biology 101	Biology 3 or 6
Biology 215	Microbiology 1 or 20
Biology 281	Physiology 1
Chemistry 103-104	May substitute Chemistry 1-2
Chemistry 235	Chemistry 14
English 155	English 101
Home Economics 201	Family and Consumer Studies 24
Home Economics 207	Family and Consumer Studies 21
Psychology 150	Psychology 1
Mathematics course (ADA requirement)	*Mathematics 125 or more advanced course may substitute

*Mathematics 125 does not carry baccalaureate credit

Dietetics specializations available: **Clinical; Community; General; Management**

HUMANITIES: B.A. School of Humanities -- Interdisciplinary Major

Note that completion of the lower division writing skills requirement is a prerequisite for enrollment in all Humanities program courses.

Humanities 101	Humanities 30
Humanities 105, 106	No Equivalents

Select one course from:

Art 105	Art 103 or 104
Art 110	Art 101
Art 111	Art 102

Select one course from:

Music 104	No Equivalent
Music 105	Music 111 or 112

Foreign language: Majors are required to demonstrate proficiency in a foreign language either by passing a proficiency examination at the 101-102 level in an approved language or by completing the 101-102 (1-2) course sequence.

Area concentration: Students will choose up to six units in designated disciplines -- consult an advisor.

JOURNALISM: B.A. School of Communication, Health and Human Services

Required Courses:

Journalism 100	Journalism 100 or 105
Journalism 110	Journalism 101

Note: No more than 9 units of lower division Journalism coursework may be counted toward the 124 needed for graduation. Students who desire additional Journalism coursework (e.g. to satisfy AA degree requirements) are encouraged to take it, but should be cautioned that it will not satisfy Journalism major requirements at CSUN and that it will not count against the 124 units required for the BA degree.

KINESIOLOGY -- See PHYSICAL EDUCATION

LEISURE STUDIES -- See RECREATION

LIBERAL STUDIES: B.A. School of Humanities -- Interdisciplinary Major

Credential Candidate Requirements: Non-credential candidates should consult the current CSUN catalog. A different pattern of requirements exists for students who are not credential candidates.

Required courses - complete all components:

Basic Skills Component - Select one course from:

Chicano Studies 155 or	English 101
English 155 or	English 101
Pan-African Studies 155	May substitute English 101

Select one course from:

Philosophy 100 or	No Equivalent
Philosophy 200	May substitute Philosophy 6 or 8 (other acceptable choices: Philosophy 7 or 9)

English Component - Select one course from:

Chicano Studies 201	Chicano Studies 42 or Spanish 12
English 255	English 102
Foreign Literature in Translation 295A or 295B	English 203-204

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

Select one course from:

Speech Communication 151 or 225 or 309	Speech Communication 101 or 104
Chicano Studies 151	Speech Communication 101
Pan-African Studies 151	Speech Communication 101 (Other acceptable courses: Speech 102)

Mathematics and Science Component:

Biology 100 or	Biology 3 may substitute
Biology 101	Biology 3
*Mathematics 210	Mathematics 215
Science Lab (1 unit)	Select a component course with an associated lab
Mathematics or Science elective	Any transferable mathematics or science course

*Note that a subsequent mathematics requirement, Mathematics 310, requires passing of the Entry Level Mathematics (ELM) test as a prerequisite.

Select one course from:

Chemistry 103	Chemistry 3
Chemistry 105	Chemistry 11
Physical Science 150	Physical Science 1
Physics 100A	Physics 6 or 21
Physics 160	Physics 11 or 12

Select one course from:

Astronomy 152	Astronomy 1
Astronomy 154, 252	No Equivalents
Geography 101	Geography 1
Geography 103	Geography 3 or Meteorology 3
Geography 100, 104	No Equivalents
Geology 101	Geology 1
Geology 122	Oceanography 1
Geology 130	No Equivalent

Social Science Component:

Geography 150	Geography 2
History 150	History 1
History 151	History 2

Select one course from:

Anthropology 152	Anthropology 102
Political Science 150, 250	No Equivalents
Political Science 225	Political Science 7
Psychology 150	Psychology 1
Sociology 150	Sociology 1

Humanities Component:

Art General Studies 105	Art 103 or 104
Art General Studies 205	No Equivalent
Art History 110	Art 101
Art History 111	Art 102
Chicano Studies 111, PAS 246	No Equivalents
Humanities 101	Humanities 30
Music 105	Music 111 or 112
Theatre Arts 110	May substitute Theatre 100 or 110

Select one course from:

Humanities 105, 106	No Equivalents
Jewish Studies 200	Jewish Studies 2
Pan-African Studies 282, Religious Studies 100	No Equivalents
Philosophy 150	Philosophy 1
Philosophy 160	Philosophy 20

Select one course from:

General Education Plan C Section F2 -- Select one 3 unit course from Plan C List of transferable F2 courses. Note that foreign language courses may apply.

LINGUISTICS: B.A. School of Humanities -- Interdisciplinary Major

Foreign Language requirement: Consult the CSUN catalog.

MATHEMATICS: B.A., B.S.: School of Science and Mathematics

Core requirements:

Mathematics 150AB	Mathematics 261-262 or 265-266
Mathematics 250	Mathematics 263 or 267
Mathematics 262	Mathematics 270
Computer Science 110-110L	See Computer Science Chart in Part II

Philosophy 230	Philosophy 9
Physics 220ABL	Physics 37-38 or 1 and 3

Options: **B.A.: Pure Mathematics, Secondary Teaching; B.S.: Classical Applied Mathematics, Statistics, Computer Mathematics**

MUSIC: B.A., B.M.: School of the Arts

Music 120AB	Music 201-202-203
Music 201AB	Music 121-122
Music 220	No Equivalent
Music 226B	Music 222

At least one ensemble each semester

Applied Music: Select at least one course each semester; note that audition results determine appropriate placement in the applied music course sequence after transfer; students should consult the department (818-885-3181) about repertory standards prior to transfer.

Musicology option:

Two semesters of French or German	French 1-2 or German 1-2

B.M. Options: **Strings, Winds and Percussion, Voice, Keyboard, Studio Music Performance, Composition/Theory**

B.A. Option: **Musicology**
For special music requirements see the current CSUN catalog.
Both the B.A. degree (124 units) and the B.M. degree (132 units) are offered. Students interested in music therapy should consult the music department. Voice option majors (B.M. degree) see current CSUN catalog for foreign language requirement.

PAN-AFRICAN STUDIES: B.A. School of Social and Behavioral Sciences

All students majoring in Pan-African Studies must select an area of concentration from the following general areas:

1. Political Science - History - Economics
2. Humanities

3. Anthropology - Psychology - Sociology

Specific lower and upper division courses are designed for each area of concentration.

Required courses - select 6 units:

Pan-African Studies 100, 165, 222	No Equivalents

15 units - 6 units to be chosen from an area of concentration:

1. Political Science - History - Economics:

Pan-African Studies 110, 161, 201, 210	No Equivalents
Pan-African Studies 271	Afr-American Studies 4 or History 41
Pan-African Studies 272	Afr-American Studies 5 or History 42
Pan-African Studies 273, 274	No Equivalents

2. Humanities:

Pan-African Studies 244	Afr-American Studies 20 or may substitute English 34
Pan-African Studies 245	Afr-American Studies 21
Pan-African Studies 246	No Equivalent

3. Anthropology - Psychology - Sociology:

Pan-African Studies 220	Afr-American Studies 10 or Psychology 8
Pan-African Studies 221	Sociology 11
Pan-African Studies 226	No Equivalent

Select nine additional units of lower division Pan-African Studies courses.

PHILOSOPHY: B.A. School of Humanities

Standard Major:

Philosophy 201, 202	Philosophy 3-4
Philosophy 210 or Philosophy 230	Philosophy 7 or Philosophy 9

See current CSUN catalog for optional programs.

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

PHYSICAL EDUCATION: B.A. School of Communication, Health and Human Services

Requirements - Five courses from:

Physical Education 240, 241, 242	No Equivalents
Biology 101	Biology 103
Biology 211, 212	Anatomy 1
Biology 281	Physiology 1 or 3 (Note that Biology 20 or Physiology 6 or 8 and 9 are acceptable for Biology 211, 212 and 281)

Five activity courses -- Consult CSUN Physical Education Department for advisement about appropriate choices.

Exercise Science Option:

Physical Science 150-150L	Physical Science 1

Athletic Training Option:

Health Science 170-170L	Health 12

For certification by the National Athletic Trainers Association:

Health Science 131	Health 9 or 10 or 11
Chemistry 105 or Physics 160	Chemistry 11 or Physics 11 (or 12 and 14)
Home Economics 207	Family and Consumer Studies 21
Psychology 150	Psychology 1

Other Options: Teaching/Coaching, Adapted Physical Education, Dance, and General Studies

Note: Students are required to pass a series of 10 skills tests for graduation and 14 for admission to the credential student teaching program. Students should select appropriate physical education courses which will insure proficiency in the areas to be tested and are advised to consult the Department for a list of the areas.

PHYSICS: B.S. School of Science and Mathematics

Lower Division Core:

Mathematics 150AB	Mathematics 261-262 or 265-266
Mathematics 250	Mathematics 263 or 267
Physics 220A/L, 200B/L, 220C/L	Physics 1-2-3-4 or 37-38-39

Chemistry 101-101L	Chemistry 1
Computer Science 106-106L	No Equivalent

Option I - Physics:

Chemistry 102-102L	Chemistry 2
Mathematics 280	Mathematics 275

Option II - Applied Physics:

Electrical Engineering 240N	No Equivalent
Mathematics 280	Mathematics 275

Option III - Mathematical Physics:

Mathematics 280 or 351	Mathematics 275

Option IV - Astrophysics:

Mathematics 280	Mathematics 275

POLITICAL SCIENCE: B.A. School of Social and Behavioral Sciences

Political Science 155	Political Science 1
Political Science 156	Political Science 2
Political Science 225	Political Science 7
Political Science 271	No Equivalent

Areas of Specialization: American Government and Politics; Comparative Government; International Relations; Political Theory; Public Administration; Public Law

PSYCHOLOGY: B.A. School of Social and Behavioral Sciences

Mathematics 140	Mathematics 225 or may substitute Statistics *1
Psychology 150	Psychology 1
Psychology 250	Psychology 2

*Statistics 1 is not equivalent to Mathematics 140 and does not satisfy the Plan C mathematics requirement.

RADIO-TELEVISION-BROADCASTING: B.A. School of Communication, Health and Human Services

Pre-Major Requirements:

Radio-TV-Film 100	Journalism 100 or 105 or Broadcasting 1
Radio-TV-Film 210	Cinema 3 or Theatre 505 or 507 or Broadcasting 26
Radio-TV-Film 225	Broadcasting 25
Radio-TV-Film 230 or	May substitute Broadcasting 10
Radio-TV-Film 240 or	Broadcasting 15 or 46 or TV 46
Radio-TV-Film 250	Theatre 501 (West only) or Cinema 6

Note: Students should be cautioned that new students should plan their first enrollment at CSUN to begin in a fall semester; new students typically are not admitted in this major in the spring semester.

RECREATION: B.S. School of Communication, Health and Human Services

LSRC 200AB	No Equivalent

Option in Therapeutic Recreation:

Biology 211-212	Anatomy 1
Health Science 170-170L	Health 12
Health Science 171	No Equivalent
LSRC 275	No Equivalent

RELIGIOUS STUDIES: B.A. School of Humanities

Religious Studies 100, 101	May substitute English 252
Religious Studies 150	History 7 or 47-48 or Philosophy 22 and 25

SOCIOLOGY: B.A. School of Social and Behavioral Sciences

Sociology 150	Sociology 1
Sociology 202	Sociology 4 or
Philosophy 210	Philosophy 7

Mathematics 140	Mathematics 225 or may substitute *Statistics 1

*Statistics 1 is not equivalent to Mathematics 140, and does not satisfy the Plan C mathematics requirement.

Options include: **General Sociology, Criminology and Corrections, Social Welfare, Counseling and Interviewing: Work Settings, Medical Sociology**

SPANISH: B.A. School of Humanities

Spanish 220AB	Spanish 3-4
Spanish 210A-AL or 210B	No Equivalent
Foreign Literature in Translation 295AB	May substitute English 203 and 204

SPEECH COMMUNICATION: B.A. School of Communication, Health and Human Services

Communication Studies Option: Communication students may elect an interdisciplinary, non-professional option in Communication Studies, offered jointly by the departments of Speech Communication, Journalism and Radio-TV-Film.

Journalism 100	Journalism 100 or 105
Radio-TV 210	Cinema 3 or Theatre 505

General Major Option - Select one course from:

Speech Communication 104	Speech Communication 130
Speech Communication 250	Speech Communication 121

THEATRE: B.A. School of the Arts

Theatre 100 or 300, 101	After transfer
Theatre 140	Theatre 240 or 270
Theatre 141	Theatre 271 or 272
Theatre 150 and 151	Any 6 units from: 300, 301, 310, 311, 315, 316, 323, 325, 332, 334, 335, 342, 344, 345, 350
Theatre 190	No Equivalent

Theatre 220	Theatre 110 or 125
Theatre 221	Theatre 115

URBAN STUDIES: B.A. School of Social and Behavioral Sciences
Interdisciplinary Major

Urban Studies 150	Geography 8
Economics 160-161 or	Economics 1-2 or
Economics 300	Take after transfer

Techniques Option - Students may elect:

Computer Science 101	Business DP 2 or Computer Science 37 or 39
Computer Science 105ASM or BAS or COB	See Computer Science Chart in Part II

Other Option:

Political-Humanistic:

Pan-African Studies 272	History 42

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

PART II
COURSE EQUIVALENCY LIST

LACCD COURSES	CSUN COURSES
ACCOUNTING	
1	Accounting 220A
2	Accounting 220B
AFRICAN-AMERICAN STUDIES	
4	Pan-African Studies 271
5	Pan-African Studies 272
10	Pan-African Studies 220
20	Pan-African Studies 244
21	Pan-African Studies 245
ANATOMY	
1	Biology 211 and 212
ANTHROPOLOGY	
101	Anthropology 151
102	Anthropology 152
ARMENIAN	
1	Armenian 101
2	Armenian 102
ART	
101	Art 110
102	Art 111
103 or 104	Art 105
201	Art 124A
202	Art 124B
209	Art 124C
209	Art 230
400	Art 237
501	Art 140
502	Art 141
700	Art 235
708	Art 267

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

ASTRONOMY

1	Astronomy 152
2 or 5	Astronomy 152L
3	Astronomy 153

BIOLOGY

3	Biology 101
6	Biolgy 107-107L
7	Biology 106-106L
20	Biology 211, 212, 281, 282

BROADCASTING

1	Radio-TV-Film 100
15	Radio-TV-Film 240
25	Radio-TV-Film 225
26	Radio-TV-Film 210
46	Radio-TV-Film 240

BUSINESS

5	Business Law 280

CHEMISTRY

1	Chemistry 101-101L
2	Chemistry 102-102L
3	*Chemistry 103
14	*Chemistry 235
11	Chemistry 105-105L

*If Chemistry 103, 104, 235 are required, it is preferable that 104 and 235 be completed after transfer.

CHICANO STUDIES

2	Chicano Studies 100
42	Chicano Studies 201

CINEMA

3	Radio-TV-Film 210
6	Radio-TV-Film 250

COMPUTER SCIENCE

See Chart

COMPUTER SCIENCE EQUIVALENTS

CSUN	**CITY**	**EAST**	**HARBOR**	**MISSION**	**PIERCE**
100	CS101 or 108 or 103	BDP1 or 22	CIS 1	CS 401	CS 501
101	MATH 170			CS 406	CS 507
105APL		BDP 55	CIS 55		
105ASM	CS 116	BDP 58		CSIT 417	CS 516
105BAS	CS IT 103 or 108	BDP 55	CIS 55	CSIT 408	CS 508
105COB	CSIT 115	BDP29 or BDP 27	CIS 25	CSIT 430	CS 515
105FOR	CSIT 113 or MATH 150 or 175	MATH 175	MATH 150 or 175		CS 513
105PAS	CSIT 106			CSIT 406	CS 506
105PLI	CS 162	BDP28 or 54			
106/L	107&115				CS507&513
*122	CSIT 116				CS516
*110/L	CSIT 106 and 107				CS 506 and 507
165					
*182	CSIT 136				CS536
196C					CS539
222					CS546
*232					
*242					CS532
205FOR					CS543

*Required in major

COMPUTER SCIENCE EQUIVALENTS

CSUN	SOUTHWEST	TRADE-TECH	VALLEY	WEST
100	CS 601 or 602	CS 1 or 3	CS 801	CS 901 or 902
101	M 170		CS 807	CS906
105APL				
105ASM		CS 14	CS 816 or 846	CS 917
105BAS			CS 808	
105COB	CS615		CS 815	CS 945
105FOR	MATH 150 or 175	CS 27	CS 813 or MATH 175	CS 913
106L	M170 & 150 or 175		CS807 & 813	CS906 & 913
*122			CS 846 & 834	
*110L			CS 806 & 807	
165			CS 865	
182			CS 836	
242			CS 832	

ECONOMICS

1	Economics 160
2	Economics 161

ENGINEERING

2	Civil Engineering 105
4	Civil Engineering 107
*5	Industrial Engineering 227
7 with 8	Civil Engineering 240
9	Civil Engineering 240

*Lab required after transfer

ENGLISH

101	English 155 or Chicano Studies 155
102	English 255
127	English 208
203-204	May substitute for Foreign Literature in Translation 295AB
205-206	English 258 and 259
207 or 208	English 275
211	English 264
212	English 263
213	English 265
234	May substitute for PAS 244

FAMILY AND CONSUMER STUDIES

10	Home Economics 150-150L
13	Home Economics 271
17	Home Economics 160
21	Home Economics 207
24	Home Economics 201

FASHION DESIGN

141	Home Economics 150-150L

FRENCH

1, 2	French 101, 102

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

GEOGRAPHY

1	Geography 101
2	Geography 150
3	Geography 103
6	Geography 205
7	Geography 150
8	Urban Studies 150
9	Geography 201
15	Geography 102

GEOLOGY

1	Geology 101
2 and 7	Geology 110 or 203
4	Geology 101
5	Geology 110 or 203
6	Geology 205

GERMAN

1, 2	German 101, 102
3, 4	German 201, 202

HEALTH

9 or 10 or 11	Health Science 131
12	Health Science 170-170L

HEBREW

1, 2, 3, 4	Hebrew 101, 102, 201, 202

HISTORY

1	History 150
2	History 151
5 with 6	History 161
7	Religious Studies 150
11, 12	History 270, 271
17, 18	History 270, 271
27	History 145
28	History 141, 142
41	Pan-African Studies 271
42	Pan-African Studies 272
47, 48	Religious Studies 150
49	Religious Studies 200

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

HUMANITIES

30	Humanities 101

ITALIAN

1, 2	Italian 101, 102
3, 4	Italian 201, 202

JAPANESE

1, 2	Japanese 101, 102
3, 4	Japanese 201, 202

JEWISH STUDIES

2	Jewish Studies 200
11, 12, 13, 14	Hebrew 101, 102, 201, 202

JOURNALISM

101	Journalism 110
100	Journalism 100
105	Journalism 100 or RTVF 100

LATIN

1, 2	Classics 101L, 102L
3, 4	Classics 201L, 202L

LAW

1	Business Law 280

MATHEMATICS

150	Computer Science 105FOR
201	Mathematics 105
240 with 245	Mathematics 105
255	Mathematics 255A
265	Mathematics 255A or 150A
266	Mathematics 255B or 150B
267	Mathematics 250
275	Mathematics 280
270	Mathematics 262
235	Mathematics 103 (Valley and Pierce only)
236	Mathematics 203 (Valley and Pierce only)
215	Mathematics 210

260	Mathematics 105
261	Mathematics 150A or 255A
262	Mathematics 150B or 255B
263	Mathematics 250
175	Computer Science 105FOR
225	Mathematics 140

METEOROLOGY

3	Geography 103

MICROBIOLOGY

1 or 20	Biology 215

MINERALOGY

1	Geology 207

MUSIC

101	Music 100
111 or 112	Music 105
121-122	Music 201AB
171	Physics 140
201-202-203	Music 120AB
221	Music 226B
222	Music 226A

OCEANOGRAPHY

1	Geology 122
10	Geology 123

OFFICE ADMINISTRATION

2	Office Sys & Bus Ed 201
6	Office Sys & Bus Ed 202
10	Office Sys & Bus Ed 102
11	Office Sys & Bus Ed 202
84	Office Sys & Bus Ed 101

PHILOSOPHY

1	Philosophy 150
2	Philosophy 160
3, 4	Philosophy 201, 202
6	Philosophy 200

7	Philosophy 210
8	Philosophy 200
9	Philosophy 230
20	Religious Studies 205
25	Religious Studies 160

PHOTOGRAPHY

1 or 10	Art 250

PHYSICAL EDUCATION

431 or 422	Physical Education 144A

PHYSICAL SCIENCE

1	Physical Science 150

PHYSICS

1-2-3-4	Physics 220ABC, 220AL/BL/CL
6-7	Physics 100A-AL, 100B-BL
11 or 12 and 14	Physics 160
21-22	Physics 100A-AL, 100B-BL
37-38-39	Physics 220ABC, 220AL/BL/CL

PHYSIOLOGY

1	Biology 281, 282
6	Biology 211, 212, and 281
8-9	Biology 211, 212, 281, 282

POLITICAL SCIENCE

1	Political Science 155
2	Political Science 156
7	Political Science 225

PSYCHOLOGY

1	Psychology 150
2	Psychology 250
8	Pan African Studies 220

RUSSIAN

1-2	Russian 101-102
3-4	Russian 201-202

SOCIOLOGY

1	Sociology 150
2	Sociology 200
4	Sociology 202
11	Pan African Studies 221
15	Religious Studies 210

SPANISH

1,2	Spanish 101, 102
3,4	Spanish 220A, 220B

SPEECH COMMUNICATION

101	Speech 151 or Chicano Studies 151 or Pan-African Studies 151
102	Speech 220
130	Speech 104
104	Speech 225
106	Speech 198
137 (same as Theatre 215)	Speech 199
121	Speech 250

TELEVISION

46	RTVF 240

THEATRE ARTS

100	Theatre 110
110	Theatre 220
110 or 125	Theatre 220 or 221
115	Theatre 221
210	Speech 104
240	Theatre 140
270	Theatre 140
271 or 272 or 273 or 274	Theatre 141
291 or 292 or 293 or 294	Theatre 190, 290
505	RTVF 210
507	RTVF 210
Any Six units from: 300, 301, 311, 315, 323, 325, 332, 334, 335, 342, 344, 345, 350	Theatre 150, 151

ZOOLOGY

1	Biology 107-107L
2	Biology 106-106L

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

PART III
SHORT SUMMARY OF MAJOR REQUIREMENTS
LOS ANGELES CITY COLLEGE

FOR MAJORS IN: TAKE L.A. CITY COLLEGE COURSES:

(Courses listed may have specific prerequisites or corequisites at L.A. City College. Consult the L.A. City College catalog and your counselor.)

Anthropology: Anthropology 101, 102

Art: Art 101-102, 201-202, 501-502, electives (6-10 units)

Biology: B.A.: Mathematics 240, 245 or Mathematics 201, Biology 6, 7, Chemistry 1, 2, Physics 6, 7; Cellular and Molecular Option: Recommended: Add Mathematics 261, 262; Environmental Option: Add Mathematics 261, 262, Chemistry 14; Microbiology Option: Recommended: Add Mathematics 261-262; General Option: Add Mathematics 255 or 261, Physiology 1. B.S.: See Part I

***Business Administration**: Accounting 1, 2, Economics 1, 2, Law 1, Mathematics 255 or 261, See Part I for Computer Science requirements; Accounting: Add Mathematics 255 or 261; Management Information Systems: See Part I for Computer Science requirements; Mathematics 255 or 261; International Business: Foreign Language preparation through level 4.

***Business Education**: Accounting 1, 2, Economics 1, 2, Law 1, Mathematics 255 or 261; See Part I for Computer Science requirements.

Chemistry: B.S.: Chemistry 1, 2, Mathematics 261, 262, 263, 275, Physics 1, 2, 3, 4; Biochemistry Degree: Add Biology 6, 7; B.A.: Chemistry Option: Chemistry 1, 2, Mathematics 261, 262, Physics 6, 7.

***Chicano Studies**: Chicano Studies 2, 42.

***Child Development**: Psychology 2 or Physiology 1, Statistics 1 and appropriate electives; Child Mental Health Specialist: Psychology 2

Communicative Disorders: Biology 3, Statistics 1, Spanish 1 or Speech 121

***Computer Science**: CSIT 106, 107, 116, 136, Mathematics 261, 262, 270, Philosophy 9, and one sequence from Biology 6, 7 or Chemistry 1, 2 or Physics 1, 3

***Deaf Studies**: After transfer

Drama: See **Theatre**

***Earth Science**: Astronomy 1, Geology 1, 6, Chemistry 1, 2, Mineralogy 1, Mathematics 255 or 261, Geography 3 or Meteorology 3, Physics 6, 7

Economics: Accounting 1, 2, Economics 1, 2, Mathematics 261, Philosophy 7 or 9 or Mathematics 270

***Engineering**: Chemistry 1, General Engineering 4, 9 (or both 7 and 8), Mathematics 261, 262, 263, 275, Physics 1, 3, and either Chemistry 2 or Physics 4

English: Literature Option: Two from English 211-212-213, and two from English 205, 206, 207, 208; Writing Option: English 127, one course from English 211-212-213; and one additional course from English 205-206-207-208, 211-212-213

***French**: English 203, 204

Geography: Satisfy two of the three categories: Physical: Geography 1 or 3; Human: Geography 2 or 5; Techniques: After transfer

***Geology**: Option in Geology: See Part I for Computer Science requirements; Geology 1, 6, Chemistry 1-2, Mathematics 261, Mineralogy 1, Physics 6, 7 or 1-2-3-4, Mathematics 262 (or course after transfer); Option in Geophysics: Chemistry 1-2, Geology 1, 6, Mathematics 261-262-263, 275, Mineralogy 1, Physics 1, 2, 3, 4, See Part I for Computer Science requirement.

German: German 3, 4, English 203, 204

***Health Science**: All Options: Psychology 1, Sociology 1; Environmental and Occupational Health: Biology 3 or 6 & 7, Microbiology 1 or 20, Physiology 1, Chemistry 1, 2 (or 103-104 after transfer), Physics 6-7, Mathematics 240 and 245; Health Administration: Biology 3, Physiology 1, Chemistry 3 or 11, Accounting 1-2; Health Education: Biology 3, Physiology 1, Chemistry 3 or 11, Health 10 or 11, Mathematics 240, 245, Credential candidates take Anatomy 1; Physical Therapy: Biology 3, Anatomy 1, Physiology 1, Physics 6-7, Mathematics 201 or 240 and 245, Chemistry 1-2, (or 103-104 after transfer); School Nursing/Nursing Services: Health 12, Biology 3, Chemistry 3 or 11, Statistics 1; Radiologic Technology: Biology 3, Anatomy 1 and Physiology 1, Physics 6-7, Mathematics 201 or 240 and 245, Chemistry 3

History: History 1 or 2, 11 or 12, 5 and 6, other appropriate history course.

***Home Economics**: See Part I of this agreement.

***Humanities**: Humanities 30, Music 111, Foreign Language 1-2, one course from Art 101-102-103

Journalism: Journalism 101, 105, and no more than 3 additional units of Journalism electives

Liberal Studies: Basic Skills Component: English 1, Philosophy 6 or 7 or 8 or 9; English Composition: English 102 or 203 or 204 or Chicano Studies 42; Speech 101 or 102 or 104; Mathematics-Science Component: Mathematics 215, Biology 3, Physical Science 1 or Physics 6 or 11 or 12 or 21 or Chemistry 3 or 11, Astronomy 1 or Geology 1 or 2 or Geography 1 or 3 or Meteorology 3; a science lab; Social Science Component: History 1, 2, Geography 2, one course from Anthropology 102, Psychology 1, Sociology 1; Humanities Component: One course from Art 101-102-103, Humanities 30, Music 111, Theatre 100, 110, one course from Philosophy 1, 2; one course from African-American Studies 5, 20, 21; one course from African-American Studies 6, Foreign Language courses (see Part I)

Linguistics: Foreign Language 101, 102

***Mathematics**: Mathematics 261, 262, 263, 270, Philosophy 9, Physics 1-2-3-4

Music: Music 201, 202, 203, 121, 122, 222, and appropriate ensemble courses, Musicology and Voice majors should take foreign language courses; See Part I

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

LA CITY COLLEGE

***Pan-African Studies**: Satisfy an area: 1)African-American Studies 4-5; 2) African-American Studies 20-21, 3) African-American Studies 10 (or Psychology 8), Sociology 11. Electives: 3 courses chosen from above, and including Art 110
Philosophy: Philosophy 3, 4; 7 or 9
***Physical Education**: Anatomy 1, Biology 3, Physiology 1, and selected activity courses; Exercise Science Option: Add Physical Science 1. Athletic Training: See Part I
Physics: All Options: Mathematics 261, 262, 263, Physics 1-2-3-4, Chemistry 1; Option I-Physics: Add Chemistry 2, Mathematics 275; Option II - Applied Physics: See Part I for Computer Science requirements; General Engineering 5, Mathematics 275; Option III - Mathematical Physics: Add Mathematics 275; Option IV - Astrophysics: Add Mathematics 275
***Political Science**: Political Science 1, 2, 7
Psychology: Statistics 1, Psychology 1, 2
***RTVB**: Cinema 3, Journalism 105 or Broadcasting 1, Broadcasting 15 or TV 46 or Cinema 6
***Recreation**: Recreation 104, 106, Health 12 or Red Cross Certificate; Therapeutic Recreation: Anatomy 1 -- See Part I of this agreement
***Religious Studies**: History 47, 48
***Sociology**: Sociology 1, Philosophy 7, Statistics 1
***Spanish**: Spanish 3, 4; English 203, 204
Speech: Communication Studies: Journalism 105, Cinema 3; General Option: Speech 130
***Theatre**: Theatre 270 and one course from 271, 272; 6 units from Theatre 300 through 350; Theatre 110 or 125
Urban Studies: Geography 8, Economics 1, 2, (or Economics 300 after transfer)

*Other lower division courses required after transfer. Consult Part I of this agreement for details.

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

SHORT SUMMARY OF MAJOR REQUIREMENTS
L.A. MISSION COLLEGE

FOR MAJORS IN TAKE L.A. MISSION COLLEGE COURSES:
(Courses listed may have specific prerequisites or corequisites at L.A. Mission College. Consult the L.A. Mission College catalog and your counselor.)

***Anthropology**: Anthropology 101, 102

Art: Art 101-102, 201-202, 505-502 and 6-10 units of electives excluding Art 103

Biology: B.A.: Mathematics 240 with 245 (or Mathematics 260), Biology 6-7, Chemistry 1-2, Physics 6, 7; Cellular and Molecular Option: Recommended: Add Mathematics 265-266; Environmental Option: Add Mathematics 265-266; Microbiology Option: Recommended: Add Mathematics 265-266; General Option: Add Mathematics 265, Physiology 1 or 3. B.S.: See Part I

***Business Administration**: Accounting 1, 2, CS 401, Economics 1, 2; Mathematics 265, Business 5; International Business: Foreign language through level 4

***Business Education**: Accounting 1, 2, CS 401, Economics 1, 2; Mathematics 265, Business 5

Chemistry: B.A.: Chemistry Option: Chemistry 1-2, Mathematics 265-266, Physics 6-7; B.S.: Chemistry 1-2, Mathematics 265-266-267, 275, Physics 1, 2, 3; Biochemistry Degree: Add Biology 6-7

***Chicano Studies**: Spanish 12

Child Development: Statistics 1 or Mathematics 225, one course from Physiology 1 or 3, Psychology 2, and appropriate electives. Child Mental Health Specialist: Psychology 2

Communicative Disorders: Biology 3, Mathematics 225 or Statistics 1, Spanish 1 or Speech 121

***Computer Science**: Mathematics 265, 266, 270, Philosophy 9, and one sequence from Biology 6, 7 or Chemistry 1, 2 or Physics 1, 3

***Deaf Studies**: Take after transfer

Drama See **Theatre**

***Earth Science**: Astronomy 1, Chemistry 1, 2, Mathematics 225, 265, Physics 6, 7

***Economics**: Accounting 1, 2, Economics 1, 2, Mathematics 265

***Engineering**: Chemistry 1, Engineering 5, 9, General Engineering 41, Mathematics 265-266-267, 275, Physics 1, 3; either Chemistry 2 or Physics 2

***English**: Literature Option: Two courses from English 205, 206, 207, 208; Writing Option: English 127, and one course from English 205, 206, 207, 208

***French**: English 203, 204

Geography: Geography 1, Geography 2 or 5

***Geology**: Geology Option: Chemistry 1, 2, Mathematics 265, Physics 6, 7 (or 1, 2, 3), one course from Mathematics 266, 225, (or upper division courses after transfer); Geophysics Option: Chemistry 1, 2, Mathematics 265, 266, 267, 275, Physics 1, 2, 3

LOS ANGELES MISSION COLLEGE

German: English 203, 204

Health Science: Psychology 1, Sociology 1; Health Education: Biology 3, Physiology 1, Chemistry 3 or 11, Health 9 or 10 or 11, Mathematics 240, 245; *Environmental & Occupational: Biology 3 (or 6, 7), Microbiology 1 or 20, Physiology 1, Chemistry 1, 2, Physics 6, 7, Mathematics 240, 245; Health Administration: Biology 3, Physiology 1, Chemistry 3 or 11, Accounting 1, 2; Physical Therapy: Biology 3, Chemistry 1, 2, Anatomy 1 and Physiology 1 (or Physiology 6), Physics 6, 7, Mathematics 240, 245; School Nursing/Nursing Services: Health 12, Biology 3, Chemistry 3, Mathematics 225 or Statistics 1; Radiologic Technology: Biology 3, Anatomy 1 and Physiology 1 (or Physilogy 6), Chemistry 3, Physics 6, 7, Mathematics 240, 245

History: History 1 or 2, 11 or 12, 5 with 6 (or 27), and an elective

***Home Economics**: Family and Consumer Studies 13 and 14, and coursework in an area of concentration; See Part I

Humanities: Humanities 30, Music 111, Spanish 1, 2, one course from Art 101, 102, 103

Journalism: Journalism 101, 105 and no more than 3 units of Journalism electives

***Liberal Studies**: Basic Skills Component: English 1, Philosophy 6; English Component: English 102 or 203 or 204 or Spanish 12; Speech Communication 101; Mathematics-Science Component: Biology 3, Mathematics 215, Chemistry 3 or 11 or Physical Science 1 or Physics 6 or 11, Astronomy 1 or Geography 1 or Oceanography 1, Mathematics or Science elective, laboratory course; Social Science Component: Geography 2, History 1, 2, one course from Anthropology 102, Political Science 7, Psychology 1, Sociology 1; Humanities Component: One course from Art 101, 102, 103, Humanities 30, Music 111, Theatre 100, 110. One course from Philosophy 1, 20; Foreign Language course (see Part I)

Linguistics: Foreign language 101, 102

***Mathematics**: B.A. or B.S.: Mathematics 265, 266, 267, 270, Physics 1, 2, 3

***Music**: Music 121, 122, 201, 202, 203, and appropriate ensemble courses each semester. B.M. students add an applied music course each semester. Musicology and Voice majors should take foreign language. See Part I.

***Pan-African Studies**: History 41, 42, Psychology 8, Sociology 11

***Philosophy**: Philosophy 3, 4

Physical Education: Biology 3, Anatomy 1 and Physiology 1 (Physiology 6 may substitute), and appropriate activity courses; Exercise Science Option: Physical Science 1; Athletic Training Option: See Part I

***Physics**: Mathematics 265, 266, 267, 270, Physics 1, 2, 3, Chemistry 1; Physics Option: Chemistry 2, Mathematics 275; Applied Physics: Mathematics 275; Mathematical Physics: Mathematics 275; Astrophysics: Mathematics 275

***Political Science**: Political Science 1, 2, 7

Psychology: Mathematics 225 or Statistics 1, Psychology 1, 2

***Radio-Television-Broadcasting**: Journalism 105

LOS ANGELES MISSION COLLEGE

***Recreation**: After Transfer. Therapeutic Recreation: Take Anatomy 1
***Religious Studies**: After transfer
Sociology: Mathematics 225 or Statistics 1, Sociology 1, 4
***Spanish**: English 203, 204, Spanish 3, 4
Speech: General Major Option: Speech 130, 121; Communication Studies Option: Journalism 105
***Theatre**: Theatre 270, 271, 110
Urban Studies: Economics 1, 2, Geography 8; Political Humanistic Option: Add History 42

***Other lower division course(s) required after transfer. Consult Part I of this agreement for details.**

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

SHORT SUMMARY OF MAJOR REQUIREMENTS
LOS ANGELES PIERCE COLLEGE

FOR MAJORS IN: TAKE L.A. PIERCE COLLEGE COURSES:

(Courses listed may have specific prerequisites or corequisites at L.A. Pierce college. Consult the L.A. Pierce College catalog and your counselor.)

Anthropology: Anthropology 101, 102
Art: Art 101, 102, 201, 202, 501, 502, electives (6-10 units, excluding Art 103)
Biology: B.A.: Mathematics 240, 245, Biology 6-7, Chemistry 1-2, Physics 6-7; Cell and Molecular Option: Recommended: Add Mathematics 261-262; Environmental Option: Mathematics 261-262, Chemistry 14; Microbiology Option: Recommended: Mathematics 261-262; General Option: Add Mathematics 255 or 261, Physiology 1. B.S.: See Part I.
***Business Administration**: Accounting 1, 2, Economics 1, 2, Business 5, Mathematics 255 or 235 or 261. See Part I for Computer Science requirements; Accounting: Add Mathematics 255 or 236 or 261; Management Information Systems: See Part I for Computer Science Requirements; Mathematics 255 or 236 or 261; Management Systems Analysis: See Part I for Computer Science requirements. International Business: Foreign Language through Level 4.
***Business Education**: Accounting 1, 2, Economics 1, 2, Business 5, Mathematics 235; See Part I for Computer Science requirements.
Chemistry: B.S.: Chemistry 1, 2, Mathematics 261, 262, 263, 275, Physics 37, 38, 39; Biochemistry Degree: Add Biology 6, 7; B.A.: Chemistry Option: Chemistry 1, 2, Mathematics 261, 262, Physics 6, 7.
***Chicano Studies**: After transfer
Child Development: Psychology 2 or Physiology 1, Mathematics 225 or Statistics 1, appropriate electives; Child Mental Health Specialist: Psychology 2
Communicative Disorders: Biology 3, Mathematics 225 or Statistics 1, Spanish 1 or Speech 121 or ASL 1
***Computer Science**: See Part I for Computer Science requirements; Mathematics 270, 261-262, Philosophy 9 and one sequence from Biology 6, 7 or Chemistry 1, 2 or Physics 37, 38
***Deaf Studies**: American Sign Language 1, 2, 3; Communication Sciences Option: Add Speech 121; Language and Culture Option: Add American Sign Language 4
Drama -- See Theatre
***Earth Science**: Astronomy 1, Geology 1, 6, Chemistry 1, 2, Mathematics 225, Mathematics 261, Geography 3 or Meteorology 3, Physics 6, 7
Economics: Accounting 1, 2, Economics 1, 2, Mathematics 235, Philosophy 7 or 9 or Mathematics 236 or 270

LOS ANGELES PIERCE COLLEGE

***Engineering**: Chemistry 1, General Engineering 4, 5, 9, Mathematics 261, 262, 263, 275, Physics 37, 38, either Chemistry 2 or Physics 39; See Part I for Computer Science Requirements

English: Literature Option: Two from English 211-212-213; Two from English 205, 206, 207, 208; Writing Option: English 127; one from English 211-212-213; one from 211-212-213, 205-206-207-208

***French**: English 203, 204

Geography: Satisfy two of three categories: Physical: Geology 1 or 3 or Meteorology 3; Human: Geography 2 or 5; Techniques: Geography 6

***Geology**: Option in Geology: See Part I for Computer Science requirements; Geology 1, 6; Chemistry 1, 2, Mathematics 261, Physics 6, 7, or 37, 38, 39, Mathematics 225 or 262; Option in Geophysics: Chemistry 1, 2, Geology 1, 6, Mathematics 261, 262, 263, 275, Physics 37, 38, 39, See Part I for Computer Science requirement.

German: German 3, 4, 5, English 203, 204

***Health Science**: All Options: Psychology 1, Sociology 1; Environmental and Occupational Health: Biology 3 or both 6 and 7, Microbiology 1 or 20, Physiology 1, Chemistry 1, 2 (or 103-104 after transfer), Chemistry 14 (or 235 after transfer), Physics 6, 7. Mathematics 240, 245 (or Mathematics 235); Health Administration: Biology 3, Physiology 1, Chemistry 3 or 10, Mathematics 235, Accounting 1, 2; Health Education: Biology 3, Physiology 1, Chemistry 3 or 10, Mathematics 240, 245, Health 9 or 10 or 11; Physical Therapy: Biology 3, Anatomy 1 and Physiology 1 (or Physiology 6), Physics 6-7, Mathematics 240, 245, Chemistry 1-2, (or 103-104 after transfer); School Nursing/Nursing Services: Health 12, Biology 3, Chemistry 3, Mathematics 225 or Statistics 1; Radiologic Technology: Biology 3, Anatomy 1 and Physiology 1 (or Physiology 6) Physics 6-7, Mathematics 240, 245, Chemistry 3 or 10

History: History 1 or 2, 11 or 12 or 17 or 18, 5 and 6, other appropriate History course

***Home Economics**: After transfer. See Part I of this agreement.

***Humanities**: Humanties 30; Foreign Language 1, 2: one course from Art 101, 102, 103; one course from Music 111 or 112

Journalism: Journalism 100, 101, and no more than 3 additional units of Journalism electives

Liberal Studies: Basic Skills Component: English 1, Philosophy 6 or 7 or 8 or 9; English Component: English 102 or 203 or 204; Speech 101 or 102 or 104; Mathematics-Science Component: Mathematics 215; Biology 3; Physical Science 1 or Physics 6 or 11 or 12 or Chemistry 3; Astronomy 1 or Geography 1 or 3 or Meteorology 3 or Geology 1 or Oceanography 1; Social Science Component: History 1, 2, Geography 2, one course from: Anthroplogy 102, Psychology 1 or Sociology 1; Humanities Component: One course from: Art 101, 102, 103, 104, Humanities 30, Music 111, 112, Theatre 100, 110. One course from: Philosophy 1, 2; Foreign language course (consult Part I)

Linguistics: Foreign Language 101, 102

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

LOS ANGELES PIERCE COLLEGE

Mathematics: Mathematics 261, 262, 263, 270; Philosophy 9, Physics 37, 38

Music: Music 201, 202, 203, 121, 122, 222, and appropriate ensemble courses. Musicology and Voice majors should take foreign language; see Part I.

***Pan-African Studies**: History 41, 42, Sociology 11, Psychology 8

Philosophy: Philosophy 3, 4; 7 or 9

***Physical Education**: Biology 3, Anatomy 1 and Physiology 1 (or Physiology 6), and selected activity courses; Exercise Science Option: Physical Science 1; Athletic Training Option: See Part I

***Physics**: Mathematics 261, 262, 263, Physics 37, 38, 39, Chemistry 1; Option I - Physics: Add Chemistry 2, Mathematics 275; Option II - Applied Physics: See Part I for Computer Science requirements, General Engineering 5, Mathematics 275; Option III - Mathematical Physics: Add Mathematics 275; Option IV - Astrophysics: Add Mathematics 275

***Political Science**: Political Science 1, 2, 7

Psychology: Mathematics 225 or Statistics 1, Psychology 1, 2

***Radio-Television-Broadcasting**: Journalism 100, Cinema 3

Recreation: Recreation 103, 104, 106, 107, 111, 116, Health 12 or Red Cross Certificate. Therapeutic Recreation Option: Add Anatomy 1 -- See Part I of the agreement

***Religious Studies**: English 252, History 7

Sociology: Philosophy 7, Sociology 1, Sociology 4, Mathematics 225 or Statistics 1

***Spanish**: Spanish 3, 4, English 203, 204

Speech: Communication Studies Option: Journalism 100, Cinema 3

***Theatre**: Theatre 270 and one course from 271, 272, 273, 274; 6 units from Theatre 310 through 350; Theatre 110 or 125; Theatre 115

Urban Studies: Geography 8, Economics 1, 2, (or Economics 300 after transfer); Political Humanistic Option: Add History 42

***Other lower division course(s) required after transfer. Consult Part I of this agreement for details.**

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

SHORT SUMMARY OF MAJOR REQUIREMENTS
L.A. VALLEY COLLEGE

FOR MAJORS IN: TAKE L.A. VALLEY COLLEGE COURSES:

(Courses listed may have specific prerequisites or corequisites at L.A. Valley college. Consult the L.A. Valley College catalog and your counselor.)

Anthropology: Anthropology 101, 102
Art: Art 101, 102, 201, 202, 501, 502 and 6-10 units of electives exluding Art 103
Biology: B.A.: Biology 6, 7, Chemistry 1, 2, Mathematics 240, 245, Physics 6, 7; Cell and Molecular Option: Recommended: Add Mathematics 265-266; Environmental Option: Add Mathematics 265-266, Chemistry 14; Microbiology Option: Recommended: Mathematics 265-266; General Option: Add Mathematics 265, Physiology 1. B.S.: See Part I.
***Business Administration**: Accounting 1, 2, Business 5 or Law 1, See Part I for Computer Science requirements, Economics 1, 2, Mathematics 265 or 235; Accounting: Add Mathematics 265 or 236; Management Information Systems: Add Mathematics 265 or 236, See Part I for Computer Science requirements; Management Systems Analysis: See Part I for Computer Science requirements
***Business Education**: Accounting 1, 2, Business 5 or Law 1, See Part I for Computer Science requirements, Economics 1, 2, Mathematics 235
Chemistry: B.S.: Chemistry 1, 2, Mathematics 265-266-267, 275, Physics 37-38-39; Biochemistry Degree: Add Biology 6, 7; B.A.: Chemistry Option: Chemistry 1-2, Mathematics 265-266, Physics 6-7.
***Chicano Studies**: Chicano Studies 2, Chicano Studies 42 or Spanish 12
***Child Development**: Psychology 2 or Physiology 1, Mathematics 225 or Statistics 1, appropriate electives. Child Mental Health Specialist Option: Psychology 2
Communicative Disorders: Biology 3, Mathematics 225 or Statistics 1, Spanish 1 or Speech 121
***Computer Science**: See Part I for Computer Science Requirement; Mathematics 265, 266, 270, Philosophy 9 and one sequence from Biology 6, 7 or Chemistry 1, 2 or Physics 37, 38
***Deaf Studies**: Take after transfer
Drama -- See -- **Theatre**
***Earth Science**: Astronomy 1, Chemistry 1, 2, Geography 3 or Metereology 3, Geology 1, 6, Mathematics 265, Physics 6, 7, Mathematics 225
Economics: Accounting 1, 2, Economics 1, 2, Mathematics 235, Philosophy 7 or 9
***Engineering**: Chemistry 1, See Part I for Computer Science requirements; Mathematics 265-266-267, 275, Physics 37-38, Engineering 4, 5, 9 (or both 7 and 8), Chemistry 2 or Physics 39

LOS ANGELES VALLEY COLLEGE

English: Literature Option: Two from English 211, 212, 213 and two from English 205, 206, 207, 208; Writing Option: English 127, one course from English 211, 212, 213 and one course from: English 211, 212, 213, 205, 206, 207, 208

***French**: English 203, 204

Geography: Geography 1 or 3 or Metereology 3, Geography 2 or 5

Geology: Option in Geology: See Part I for Computer Science requirements, Geology 1, 6, Chemistry 1, 2, Mathematics 265, Physics 6, 7, (or 37, 38, 39) Mathematics 225 or 266; Option in Geophysics: Chemistry 1, 2, Geology 1, 6, Mathematics 265, 266, 267, 275, Physics 37, 38, 39, See Part I for Computer Science requirements.

German: English 203, 204, German 3, 4

Health Science: All Options: Psychology 1, Sociology 1; Environmental Health: Biology 3 or 6 and 7, Chemistry 1, 2 (or 103, 104 after transfer), Chemistry 14, Mathematics 240, 245, Microbiology 1 or 20, Physics 6-7, Physiology 1; Health Administration: Accounting 1-2, Biology 3, Chemistry 3 or 10, Mathematics 240, 245, Physiology 1; Health Education: Biology 3, Biology 9, Chemistry 3 or 10, Physiology 1, Health 9 or 10 or 11; Physical Therapy: Anatomy 1 and Physiology 1 (may substitute Physiology 6), Biology 3, Chemistry 1, 2 (or 103, 104 after transfer), Mathematics 240, 245, Physics 6-7; Radiologic Technology: Anatomy 1 or Physiology 1 (may substitute Physiology 6), Biology 3, Chemistry 3, Mathematics 240, 245, Physics 6, 7; School Nursing/Nursing Services: Biology 3, Chemistry 3 or 10, Health 12, Mathematics 225 or Statistics 1

History: History 1 or 2, 11 or 12 or 17 or 18, 27 or 5 with 6, other appropriate History course

***Home Economics**: (See Part I)

***Humanities**: Humanities 30, Music 111, Foreign Language 1-2, one course from Art 101-102-103-104

Journalism: Journalism 105, 101 and no more than 3 units of Journalism electives

Liberal Studies: Basic Skills Component: English 1, Philosophy 6 or 7 or 8 or 9; English Composition: English 102 or 203 or 204 or Chicano Studies 42 or Spanish 12; Speech 101 or 102 or 104; Mathematics-Science Component: Biology 3, Mathematics 215, one course from Physical Science 1 or Physics 6 or 11 or 12 or Chemistry 3 or 11, one course from Astronomy 1 or Geology 1 or Geography 1 or 3 or Meteorology 3 or Oceanography 1; Social Science Component: History 1, 2, Geography 2, one course from Anthropology 102. Psychology 1 or Sociology 1; Humanities Component: One from Art 101, 102, 103, 104, Humanities 30,, Music 111 or 112, Theatre 100 or 110, one from Philosophy 1 or 20 or Jewish Studies 2; Foreign Language courses (see Part I)

Linguistics: Foreign Language 101, 102

***Mathematics**: Mathematics 265-266-267, 270, Philosophy 9, Physics 37, 38

Music: Music 121, 122, 201, 202, 203, 222, and appropriate ensemble courses. Musicology and Voice majors should take foreign language -- see Part I.

***Pan-African Studies**: Satisfy one area of concentration: 1) Political Science-History-LOS

ANGELES VALLEY COLLEGE

Economics: African American Studies 4-5; 2) Humanities: African-American Studies 20 (or English 34), 21; 3) Anthropology-Psychology-Sociology: African-American Studies 10, Sociology 11; Electives: nine units of lower division electives, chosen from courses listed here or other appropriate choices

Philosophy: Philosophy 3, 4; 7 or 9

***Physical Education**: Biology 3, Physiology 6 or both Anatomy 1 and Physiology 1, selected activity courses. Exercise Science Option: Physical Science 1. Athletic Training Option: See Part I.

Physics: All Options: Chemistry 1, Mathematics 265, 266, 267, Physics 37, 38, 39; Option I - Physics: Add Chemistry 2, Mathematics 275; Option II - Applied Physics: Add General Engineering 5, Mathematics 275, See Part I for Computer Science requirements; Option III - Mathematical Physics: Add Mathematics 275; Option IV - Astrophysics: Add Mathematics 275

Political Science: Political Science 1, 2, 7, Philosophy 7

Psychology: Mathematics 225 or Statistics 1, Psychology 1, 2

***Radio-Television-Broadcasting**: Broadcasting 1 or Journalism 105, Broadcasting 26 or Theatre 505 or 507, Broadcasting 10 or 46 or Theatre 525-526, Broadcasting 25

***Recreation**: Recreation 103, Health 12 or Red Cross Certificate. Therapeutic Recreation Option: Add Anatomy 1

***Religious Studies**: History 7, or both 47-48

Sociology: Sociology 1, Sociology 4, Mathematics 225 or Statistics 1

***Spanish**: English 203, 204, Spanish 3, 4

Speech: General Major: Speech 130, 121; Communication Studies: Journalism 105, Theatre 505

***Theatre**: Theatre 270 and 272, 6 units from Theatre 300 through 350, Theatre 110 or 125; Theatre 115

***Urban Studies**: Economics 1, 2

***Other lower division course9s) required after transfer. Consult Part I of this agreement for details.**

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

SHORT SUMMARY OF MAJOR REQUIREMENTS
WEST LOS ANGELES COLLEGE

FOR MAJORS IN: TAKE WEST L.A. COLLEGE COURSES:

(Courses listed may have specific prerequisites or corequisites at West Los Angeles College. Consult the West Los Angeles College catalog and your counselor.)

***Anthropology**: Anthropology 101, 102
Art: Art 101, 102, 201, 202, 501, 502, electives (6-10 units, excluding Art 103)
Biology: B.A.: Mathematics 260, Biology 6, 7, Chemistry 1, 2, Physics 6, 7; Cellular and Molecular Option: Recommended: Add Mathematics 261, 262; Environmental Option: Add Mathematics 261, 262, Chemistry 14; Microbiology Option: Recommended: Mathematics 261, 262; General Option: Add Mathematics 261, Physiology 1. B.S.: See Part I.
***Business Administration**: Accounting 1, 2, Economics 1, 2, Law 1, Mathematics 261; Management Information Systems: See Part I for Computer Science requirements; Management Systems Analysis: See Part I for Computer Science requirement
***Business Education**: Accounting 1, 2, Economics 1, 2, Law 1, Mathematics 261
Chemistry: B.S.: Chemistry 1, 2, Mathematics 261, 262, 263, 275, Physics 8, 9, 10; Biochemistry Option: Add Biology 6, 7; B.A.: Chemistry Option: Chemistry 1, 2, Mathematics 261, 262, Physics 6, 7.
***Chicano Studies**: After transfer
Child Development: Psychology 2 or Philosophy 1, Mathematics 225, approved electives; Child Mental Health Specialist: Psychology 2
Communicative Disorders: Biology 3, Mathematics 225, Spanish 1 or Speech 121
***Computer Science**: See Part I for Computer Science requirements; Mathematics 270, 261, 262, Philosophy 9, and one sequence from Biology 6, 7 or Chemistry 1, 2 or Physics 8, 9
***Deaf Studies**: Take after transfer
Drama -- See --**Theatre**
***Earth Science**: Astronomy 1, Geology 1, 6, Chemistry 1, 2, Mathematics 225, Mathematics 261, Geography 3 or Meteorology 3, Physics 6, 7
Economics: Accounting 1-2, Economics 1-2, Mathematics 261, Philosophy 7 or 9 or Mathematics 270
***Engineering**: Chemistry 1, See Part I for Computer Science requirements, General Engineering 4, Mathematics 261, 262, 263, 275, Physics 8, 9, CS 19, either Chemistry 2 or Physics 10
English: Literature Option: Two from English 211, 212, 213 and two from English 205, 206, 207, 208; Writing Option: English 127, one course from English 211, 212, 213 and one course from 211, 212, 213, 205, 206, 207, 208
***French**: English 203, 204

WEST LOS ANGELES COLLEGE

Geography: Geography 1 or 3 or Meteorology 3; Geography 2 or 7

***Geology**: Option in Geology: Gelogy 1, 6, Chemistry 1, 2, See Part I for Computer Science requirement; Mathematics 261, Physics 6, 7 or 8, 9, 10, Mathematics 262 or Mathematics 225; Option in Geophysics: Chemistry 1, 2, See Part I for Computer Science requirements, Geology 1, 6, Mathematics 261, 262, 263, 275, Physics 8, 9, 10

German: German 3, 4, English 203, 204

***Health Science**: All Options: Psychology 1, Sociology 1; Environmental and Occupational Health: Biology 3 or 5 or both 6 and 7, Microbiology 1 or 20, Physiology 1, Chemistry 1, 2, (or 103-104 after transfer), Chemistry 14 (or 235 after transfer), Physics 6, 7, Mathematics 260; Health Administration: Biology 3 or 5, Physiology 1, Chemistry 3 or 10, Mathematics 235, Accounting 1, 2; Health Education: Biology 3 or 5, Physiology 1, Chemistry 3 or 10, Mathematics 260; Physical Therapy: Biology 3 or 5, Anatomy 1, Physiology 1, Physics 6, 7, Mathematics 260, Chemistry 1-2 (or 103-104 after transfer); School Nursing/Nursing Services: Health 12, Biology 3 or 5, Chemistry 3 or 10, Mathematics 225; Radiologic Technology: Biology 3 or 5, Anatomy 1, Physiology 1, Physics 6, 7, Mathematics 260, Chemistry 3

History: History 1 or 2, 11 or 12, 27, other appropriate History course

***Home Economics**: See Part I of this agreement

***Humanities**: One course from Art 101-102-103-104; Music 111 or 112; Foreign Language 1, 2

Journalism: Journalism 100 or 105, and 101, and no more than 3 additional units of Journalism electives

Liberal Studies: Basic Skills Component: English 1, Philosophy 6 or 7 or 8 or 9; English Component: English 102 or 203 or 204; Speech 101 or 102 or 104; Mathematics-Science Component: Mathematics 215, Biology 3, Physics 6 or 12 or Chemistry 3, Geology 1 or Geography 1 or 3 or Meteorology 3 or Astronomy 1 or Oceanography 1; Social Science Component: History 1, 2, Geography 2, one course from Anthropology 102, Psychology 1, Sociology 1; Humanities Component: One course from Art 101, 102, 103, 104, Music 111, 112, Theatre 100, 110; Philosophy 2; Foreign Language courses (see Part I)

Linguistics: Foreign Language 101, 102

***Mathematics**: Mathematics 261, 262, 263, 270, Philosophy 9, Physics 8, 9, 10

***Music**: Music 201, 202, 203, 121, 122, and appropriate ensemble courses. Musicology and Voice majors should take foreign language; see Part I.

***Pan-African Studies**: History 41, 42, Psychology 8

Philosophy: Philosophy 3, 4, 9

Physical Education: Biology 3, Anatomy 1, Physiology 1, and selected activity courses; Exercise Science Option: Physical Science 1; Athletic Training Option: See Part I

***Physics**: All Options: Mathematics 261, 262, 263, Physics 8, 9, 10, Chemistry 1; Option I - Physics: Add Chemistry 2, Mathematics 275; Option II - Applied Physics: Add General Engineering 5, Mathematics 275; Option III - Mathematical Physics: Add Mathematics 275;

WEST LOS ANGELES COLLEGE

Option IV - Astrophysics: Add Mathematics 275
***Political Science**: Political Science 1, 2, 7
Psychology: Psychology 1, 2, Mathematics 225
***Radio-Television-Broadcasting**: Journalism 100 or 105 or Broadcasting 1, Broadcasting 46, Theatre 505 or 507
***Recreation**: Health 12 (or Red Cross Certificate). Therapeutic Recreation Option: Add Anatomy 1
***Religious Studies**: After transfer
Sociology: Sociology 1, Sociology 4, Mathematics 225
***Spanish**: Spanish 3, 4, English 203, 204
Speech: Communication Studies: Journalism 100 or 105, Theatre 505; General Major: Speech 130, 121
***Theatre**: Theatre 270, 271; 6 units from Theatre 300 through 350; Theatre 110
***Urban Studies**: Economics 1, 2, (or Economics 300 after transfer); Political-Humanistic-Option: Add History 142

***Other lower division course(s) required after transfer. Consult Part I of this agreement for details.**

PART IV
DISTRIBUTION OF LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSES IN TERMS OF THE CSUN GENERAL EDUCATION PATTERN, PLAN C

Selection of Pattern: California State University, Northridge defines "continuous attendance" as enrollment at a California community college or CSU campus for at least one semester or two quarters in a calendar year, up to the point of transfer.

Students transferring to CSUN may satisfy general education requirements by following a community college certification plan, or by following requirements in one of three general education plans at CSUN, as appropriate. An individual student will be placed in one of the three CSUN programs on the basis of the pattern of continuous attendance, as follows:

PLAN A ("Old" 40 unit plan): The student began the most recent period of continuous attendance in the academic year 1980-81 or earlier.

PLAN B: The student began the most recent period of continuous attendance in the academic year 1981-82 or 1982-83.

PLAN C: The student began the most recent period of continuous attendance in the academic year 1983-84 or later.

Students following the Plan A or Plan B distribution of general education are advised to contact the Admissions and Records Office, Evaluations section, for particular information about what courses qualify to meet the requirements of those plans. Lists of such courses also appear in previous articulation agreements.

REQUIREMENTS COMMON TO BOTH PLANS B AND C:

UPPER DIVISION REQUIREMENT: The CSUN pattern requires that nine units, selected from three sections lettered A through F, be in upper division courses. To make most effective use of time, community college students should defer taking nine units of the pattern, chosen from three different sections, until after transfer to CSUN, and then choose courses which satisfy both a particular section, and the upper division expectation.

RESTRICTIONS:

1. Some courses are listed in more than one section. Such courses may apply in one section only.

2. This list is valid only for courses taken through the summer of 1991. It is subject to amendment annually.

3. Courses in the same discipline as the major may not apply toward general education requirements (exception -- Section A).

4. Courses used to satisfy Title V requirements in U.S. History, U.S. Constitution, and State and Local Government do not apply toward general education. See Part V for courses which satisfy these requirements.

CSUN/LACCD ARTICULATION AGREEMENT 1990-91

PLAN C DISTRIBUTION OF LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSES IN TERMS OF THE CSUN GENERAL EDUCATION PATTERN

Section A: Basic Subjects

12 units with at least 3 units in each area A1, A2, A3, A4

A1 - Written Composition
English 101

A2 - Critical Reasoning
Philosophy 6, 7, 8, 9

A3 - Mathematics
Mathematics 225, 235, 236, 255, 265, 266, 261, 262

A4 - Oral Communication
Speech 101, 102, 104

Section B: Natural Science

9 units with at least one lecture course each from B1 and B2. One course must include a laboratory.

B1 - Anatomy *1
Biology *1, *3, 4, *5, *6, *7, *10, *20, 23, 25, *111
Botany *1, *2
Chemistry *1, *2, *3, 4, *9, *10, *11, *16
Microbiology *1, *20
Oceanography *2, 12, *14
Physical Science 1, *14
Physics *1, *2, *3, *4, *6, *7, *8, *9, *11, 12, *14, *21, *22, *37, *38
Physiology *1, *6
Zoology *1, *2, *5

B2 - Astronomy 1, *2, 3, *5
Earth Science 1, *2
Environmental Science 8
Geography 1, 3, *15
Geology 1, 2, *4, *5, *6, *7, 11, 12, *22
Meteorology 3, *4
Mineralogy *1

Oceanography 1, *10

*These courses satisfy the laboratory requirement

Section C: Humanities

9 units with at least 3 units from each area C1, C2 and C3
The following courses may apply in C1, C2, or C3:
Humanities 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 18, 30, 31, 61

C1 - Literature

African-American Studies 20
Chicano Studies 37, 42, 45
English 102, 203, 204, 205, 206, 207, 208, 211, 212, 213, 214, 215, 216, 219, 234, 250, 252, 270
Foreign Language 11
German 18
Jewish Studies 3, 5, 6
Spanish 12, 15, 18
Theatre 125

C2 - Fine Arts

African-American Studies 30, 51, 60
Anthropology 123
Art 101-104, 105, 106-109, 110, 112, 201, 300, 500, 501, 502, 700, 706, 709, 713, 721, 731
Broadcasting 26
Chicano Studies 30, 46, 51, 52, 54, 61
Cinema 3, 18
English 127, 240
Humanities 17
Music 101, 111-115, 121, 122, 132, 133, 141, 200, 226, 251, 299, 321-324, 341, 411-414, 501, 541, 561, 571, 601, 611, 621, 705, 721, 731, 741, 755
Philosophy 21
Photography 9, 10, 11, 12, 27
Physical Education 431, 434, 437, 452, 651, 801-808, 813, 814, 819
Speech Communications 130
Theatre 100, 110, 115, 120, 505, 507

C3 - Philosophy and Religion

Anthropology 121
History *7, *47, *48, 49
Humanities 19
Jewish Studies **2
Philosophy 1-4, 20, *22, *23, 24, 25, 26

*or F2

Section D: Social Sciences

9 units, from at least two disciplines

African-American Studies **2, *3, **4, **5, *6, **7, **10
American Cultural Studies 1, **40
Anthropology 101, 102, 103, 111, 122, 123, **131, *133
Asian American Studies **10
Chicano Studies **7, **8, 19, *43, **80
Economics 1, 2, 3, 10
Environmental Science 17 (counts as Geography discipline)
Geography 2, 5, 7, 8, ***9, *10, *11, *12, *13, 14, *18
History 3, 4, *5, *6, 8, 11-15, **16, 17, 18, *19, 20, *21, *25, *27, *28, *29, *30, 32,
34, 35, 36, *37, **41, **42, **43, **44, 50, **52, 53, 54, 57, 75-76
Jewish Studies *25
Political Science 1, 2, 4, 5, 7, *8, *9, *14, 15, 16, 30
Psychology 1, 2, 5, 6, **8, 11, 12, 13, 14, ***31
Sociology 1, 2, 3, 4, 5, 7, 10, 13, 14, 15, **22

*or F2
**or F3
***or E

Section E: Applied Arts and Sciences

4 units from at least two disciplines

Anthropology 124, 142
Biology 9, 37
Broadcasting 1
Business 1, 5
Business Data Processing 1

Chemistry 12, 13
Child Development 1
Computer Science 1, 3, 31, 58
Consumer Studies 1
Economics 4, 5
Engineering 1
Environmental Science 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 15, 18, 31
Family & Consumer Studies 2, 6, 16, 20, 21, 22, 31
Geography *9, 30
Geology 10
Health 2, 6, 7, 8, 9, 10, 11, 12, 21, 22
Humanities 60
Journalism 100, 105, 232
Law 1, 3, 30 (counts as Business discipline)
Physical Education activity courses except those in C2
Physical Science 5, 13
Psychology 3, 7, 15, 16, 17, 19, 40, 41, 42, 52, 60
Recreation 101
Sociology 6, 8, 12, 21, 28
Speech Communications 111, 121, 151

*or D

Section F: Comparative Cultural Studies

9 units with at least 3 units from each area F1, F2, and F3

F1 - History of Western Civilization

History 1, 2

F2 - International Cross-Cultural Studies

African-American Studies *3, *6
Anthropology 133
Arabic 10
Art 105, 109
Asian-American Studies 3, 5, 7, 8, 11
Chicano Studies 19, *43, ****44
Chinese 10
Geography *11, *12, *13, *18
Hebrew 9, 10
History *5, *6, **7, *19, *21, 23, ****24, *25, *27-*30, *37, **47, **48
Humanities 20, 51, 52

Japanese 9, 10
Jewish Studies 9, 10, *25
Korean 10
Philosophy **22, **23
Political Science 8, 9, 14
Russian 9, 10
Spanish 10, ****16

F3 - Intra-National Cross-Cultural Studies
African-American Studies *2, *4, *5, *7, *10
Anthropology 131, 132
Asian-American Studies 1, 2, 4, *10
Chicano Studies 2, 3, *7, *8, 9, 35, ***44, 46, 47, *80
History 9, 16, ***24, *41, *42, *43, *44, 52
Humanities 40
Jewish Studies 1
Psychology *8, *31
Sociology 11, *22
Spanish ***16

Three units of the following courses may apply in either F2 or F3:
Foreign Languages
Arabic 1-4
Armenian 1, 2
Chinese 1-4
Filipino 1, 2
French 1-4
German 1-4
Hebrew 1-4
Italian 1-4
Japanese 1-4
Jewish Studies 7, 11-14
Korean 1, 2
Latin 1, 2
Portuguese 1, 2
Russian 1-4
Spanish 1-4

*or D, **or C3, ***or F2, ****or F3

PART V
TITLE V REQUIREMENTS

Note: For Plan C students, Title V requirements at CSUN are in addition to general education requirements in Social Science. "Double counting" is not permitted. Students will want to consult an advisor about the certification process and the use of social science courses in the certification process to meet Title V requirements.

EAST LOS ANGELES: Complete 6 units from:
African-American Studies 4, 5, Chicano Studies 7, 8, History 5, 6, 11, 12, 13, 14, 41, 42, Political Science 1

LOS ANGELES CITY: Political Science 1 or African-American Studies 7, and one course from History 5, 6, 11, 12, 13, African-American Studies 4, 5, Chicano Studies 7, 8

LOS ANGELES HARBOR: One course from History 5, 11, 17, 41, 43, Political Science 1, 30, and one course from History 6, 12, 13, 14, 42, 44, Political Science 4

LOS ANGELES MISSION: Political Science 1 and one course from History 11, 12, 43, 44

LOS ANGELES PIERCE: Political Science 1 or 30, and one course from History 11, 12, 13, 14, 41, 42, 52

LOS ANGELES SOUTHWEST: Political Science 1 and one course from History 11, 12, 41, 42, 43 or 44

LOS ANGELES TRADE TECHNICAL: Complete one of the following combinations : a. History 11 with 12 or 13; b. History 41, 42; c. Political Science 1 and one course from History 11, 12, 13, 14, 41, 42

LOS ANGELES VALLEY: Complete one course from each group (Political Science 1 may only be used once): a. African-American Studies 4, Chicano Studies 7, Economics 10, History 5, 11, 14, 17, Political Science 1; b. African-American Studies 5, Chicano Studies 8, History 6, 12, 13, 18, *20, 52, Political Science 1

*History 20 cannot be combined with Political Science 1

WEST LOS ANGELES: Political Science 1 and one course from History 11, 12, 41, 42

APPENDIX "C"

ASSOCIATE IN ARTS DEGREE AND OPTIONS

FUTURE TEACHERS INSTITUTE

This program offers a complete career ladder with a bilingual option which begins with an occupational certificate and culminates with a teaching credential. Students may select the best means of achieving their goal from the multi-option plan: Certificate, Associate in Arts Degree, and/or Transfer sequence to California State University Northridge. The program is designed to furnish practical knowledge of job skills for those already employed or preparing for employment in educational institutions as teacher assistants.

The following course requirements for the individual options are general guidelines. For specific details of each option you must check with the LAMC counseling office and the LAMC Child Development faculty. Transfer students must also seek CSUN advisement from the Teacher Preparation office.

Option I: A one-year Occupational Certificate
Option II: Education Aide/Teacher's Assistant Associate in Arts Degree
Option IIa: Transfer program to CSUN for the Education Aide/Teacher's Assistant-Child Development *** Major leading to a Teacher Preparation Program
Option III: Education Aide/Bilingual-Bicultural Teacher Assistant Associate in Arts Degree option.
Option IIIa: Transfer program to CSUN for the Liberal Studies Major leading to a Teacher Preparation Program under the Multiple Subjects Waiver Program
Option IV: Transfer program to CSUN for the Single Subject Major leading to a Teacher Preparation Program
Option V: Transfer program to CSUN for Bilingual Interns for the Los Angeles Unified School District

Option IIa, and V require passing the National Teacher Exam
Option IV may require passing the National Teacher Exam depending on the major selected.

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* These courses are required for the transfer program to CSUN.

** These courses are requirements for the Teacher Assistant Certificate and Associate in Arts Degree; but are not required for CSUN Liberal Studies major.

*** 18 units of Child Development courses will transfer to Child Development major at CSUN, all Child Development courses can transfer as electives.

OPTION I: OCCUPATIONAL CERTIFICATES

Education Aide: Bilingual/Bicultural Certificate

This certificate was designed for transfer to the Liberal Studies or the Child Development Majors at CSUN

Required Courses		**Units**
*Ch Dev 1	Child Growth & Development	3
**Ch Dev 3	Creative Experiences for Children I	3
**Ch Dev 14	Bilingual/Bicultural Programs	3
**Ch Dev 15	Materials and Media in Bilingual-Bicultural Programs	3
**Ch Dev 81	Field Work in Child Development I	3
**Fam & CS 31	Marriage and Family	3
Eng 60-64	English course (choose one in this area)	
or *Eng 101	College Reading and Composition I	3
Span 1 or 2 or*3	Spanish I or II or *III Note: Any foreign language may be selected.	5
History 43	The Mexican-American in the The History of the United States I	
or Chicano 7	The Mexican-American in the History of the United States I Note: Cultural History requirements may vary according to foreign language selected.	3
Ch Dev 32	Teacher Assistant - Elementary Classroom	3
		32

Recommended:

Math 215	Principles of Mathematics I	
Chicano 37	Chicano Literature	

The following certificates were designed to transfer to the Child Development Major at CSUN.

Education Aide/Teacher's Assistant Certificate

Required Courses		**Units**
*Ch Dev 1	Child Growth & Development	3
Ch Dev 32	Teacher-Assistant in the Elementary Class	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
		25-27

OPTION 1: OCCUPATIONAL CERTIFICATES CONTINUED

Exceptional Children -Teacher's Aide Certificate

Required Courses		**Units**
*Ch Dev 1	Child Growth & Development	3
Ch Dev 45	Programs for Exceptional Children	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
Psych 17	The Exceptional Child	3
		28-30

Infant/Toddler Certificate

Required Courses		**Units**
*Ch Dev 1	Child Growth & Development	3
Ch Dev 30	Infant Studies	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
Fam & CS 21	Nutrition	3
		22-24

Pre-School Certificate

Required Courses		**Units**
*Ch Dev 1	Child Growth & Development	3
Ch Dev 2	Early Childhood: Principles and Practices	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
		25-27

School-Age Child Care Certificate

	Units
The same courses as the PreSchool Certificate except for following changes:	
Child Dev-46 **School Age Programs** replaces Child Dev-2	3

OPTION II: Education Aide/Teacher's Assistant
Associate in Arts Degree

Required Courses		Units
First Semester		
*Ch Dev 1	Child Growth & Development	3
Ch Dev 3	Creative Experiences for Children I	3
Speech 101	Oral Communications I	3
Biology 3	Introduction to Biology	4
Poli Sci 1	The Government of the United States	3
		16
Second Semester		
Ch Dev 32	Teacher Assistant in Elementary Classroom	3
Ch Dev 4	Creative Experiences for Children II	3
Eng 60-64	English course (choose one in this area)	
or *Eng 101	College Reading and Composition I	3
Philos 6	Logic in Practice	3
**Health 10/11	Health	2/3
**PE	Physical Education	1
		15/16
Third Semester		
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	Child in a Multi-Cultural Society	3
FCS 31	Marriage and Family Life	3
Math 115	Elementary Algebra	
or Math 225	Introduction to Statistics	5/3
Ch Dev 81	Practicum in Child Development I	
or Ch Dev 22	Field Work in Child Development I	3/4
		15/18
Fourth Semester		
Ch Dev 82	Field Work in Child Development II	3
Psych 1	General Psychology 1	3
History 43	Mexican American in the History of U.S.	
or History 11	Political and Social History of the U.S. Note: Cultural History requirements may vary according to foreign language selected.	3
Humanities	Choose from Graduation Plan A requirements	3
		12

OPTION IIA: Education Aide/Teacher's Assistant
Child Development Major Transfer Program to CSUN

Meet all the requirements for Option II plus courses from the following areas: *Math 225; Physiology 1 or Psychology 2; Humanities (Choose 6 units). This program will meet the lower division course requirements for the Child Development (credential option for teacher preparation) at CSUN. Note: This option requires passing the National Teachers Examination.

OPTION III: Bilingual/BiCultural Teacher Assistant
Associate in Arts Degree

Required Courses		Units
First Semester		
****Ch Dev 14	Bilingual-Bicultural Programs	3
**Ch Dev 15	Materials and Media in Bilingual-Bicultural Programs	3
Eng 60-64	English course (choose one in this area)	
or *Eng 101	College Reading and Composition I	3
Span 1 or 2 or*3	Spanish I or II or III Note: Any foreign language may be selected.	5
		14
Second Semester		
*Ch Dev 1	Child Growth & Development	3
**Fam & CS 31	Marriage and Family	3
Biology 3	Intro to Biology	4
History 43	The Mexican-American in The History of the United States I	
or Chicano 7	The Mexican-American in the History of the United States I Note: Cultural History requirements may vary according to foreign language selected.	3
Speech 101	Oral Communications I	3
		16
Third Semester		
**Ch Dev 3	Creative Experience for Children I	3
Geog 2 Geography		3
Philosophy 6	Philosophy 6	3
Chicano 37	Chicano Literature	3
Math 215	Principles of Mathematics I	3
		15
Fourth Semester		
**Ch Dev 81	Field Work in Child Development I	3
Poli Sci 1	Political Science 1	3
Philosophy 1	Philosophy 1	3
**Health 10/11	Health Education	2/3
**PE	any PE activity course	1
	Graduation Requirements or Electives	3
		15/16

OPTION IIIA: Education Aide/Teacher Assistant: Bilingual/Bicultural Liberal Studies Major Transfer Program to CSUN

Meet all the requirements for Option III plus courses from the following six areas for the Multiple Subjects Waiver Program (Credential Option) Liberal Studies Major-Plan E.

Area 8: Physical Science 1 and Physical Science Lab 14
Area 10: History 1
Area 11: History 27
Area 14: Geography 14
Area 16: Philosophy 2, 20, 22 or 23 (one course)
Area 17: Art 101, 102, 103; Music 111, Th Arts 100 (one course)

This program will meet the lower division course requirements for the Liberal Studies Major-Plan E (credential option-Multiple Subjects Waiver Program) at CSUN.

OPTION IV: Transfer program to CSUN for the Single Subject Major leading to a Secondary Teacher Preparation Program

Consult your LAMC Catalog and see a LAMC counselor and seek advisement from CSUN Credential Preparation Office for complete details of your selected major.

Only the following majors are eligible for the Single Subject Waiver Program leading to a California Teaching Credential at CSUN.

Teaching Field	Major
Art	Art
Business	Business
English	English
English	Speech Communication
English	Theater
Foreign Language	French
Foreign Language	German
Foreign Language	Spanish
Health Science	Health Science
History	History
Home Economics	Home Economics
Life Science	Biology
Mathematics	Mathematics
Music	Music
Physical Education	Physical Education
Physical Science	Chemistry
Physical Science	Physics
Social Science	Chicano Studies
Social Science	Geography
Social Science	History
Social Science	Pan African Studies
Social Science	Political Science
Social Science	Urban Studies

Transfer students must complete Transfer General Education Requirements. To earn an Associate in Arts Degree in a Single Subject major students must also complete the graduation requirement of Plan A or Plan B.

Note: Passage of the National Teachers Examination is not required with the waiver program.

This program offers a complete career ladder with a bilingual option which begins with an occupational certificate and culminates with a teaching credential. Students may select the best means of achieving their goal from the multi-option plan: Certificate, Associate in Arts Degree, and/or Transfersequence to California State University Northridge. The Program is designed to furnish practical knowledge of job skills for those already employed or preparing for employment in educatioal institutions as teacher assistants.

The following course requirements for the individual options are general guidelins. For specific details of each option you MUST check with the LAMC counceling office and the LAMC Child Development faculty. Transfer students must also seek CSUN advisement from the Teacher Preparation office.

OPTION I:	A one-year Occupatioal Certificate.
OPTION II:	Education Aide/Teacher's Assistant Associate in Arts Degree
OPTION IIa:	Transfer program to CSUN for the Education Aide/Teacher's Assistant Child Development Major leading to a Teacher Preparation Program
OPTION III:	Education Aide/Bilingual-Bicultural Teacher Assistant Associote in Arts Degree option
OPTION IIIa:	Transfer program to CSUN for the Liberal Studies Major leading to a Teacher Preparation Program under the Mulriple Subjects Waiver Program.
OPTION IV:	Transfer program to CSUN for the Single Subject Major leading to a Teacher Preparation Program
OPTION V:	Transfer program to CSUN for Bilingual Interns for the Los Angeles Unified School District

*Option IIa, and V require passing the National Teacher Exam
Option IV may require passing the National Teacher Exam depending on the major selected

OPTION I: OCCUPATIONAL CERTIFICATES

Education Aidee: Bilingual/Bicultural Certificate

This certificatee was designed for transfer to the Liberal Studies or the Child Development Majors at CSUN

REQUIRED COURSES		UNITS
$CH Dev 1	Child Growth & Development	3
$$Ch Dev 3	Creative Experience for Children I	3
$$Ch Cev 14	Bilingual/Bicultural Programs	3
$$Ch Dev 15	Materials and Media in Bilingual/Bicultural Programs	3
$$Ch Dev 81	Field Work in Child Development I	3
$$Ch Dev 31	Marriage and Family	3
Eng 60-64	English Course (choose one in this area)	
or Eng 101	College Reading and Composition I	3
Span 1 or 2 or $3	Spanish I or II or $III NOTE: Any foreign language may be selected.	5
History 43	The Mexican-American in the History of the United States I	
or Chicano 7	The Mexican-American in the History of the United States I	3
	NOTE: Cultural History requirements may vary according to foreign language selected.	
Ch Dev 32	Teacher Assistant-Elementary Classroom	3
		32

$ These coures are required for the transfer program to CSUN.
$$ These courses are requirements for the Teacher Assistant Certificate and Associate in Arts Degree; But are not required for CSUN Liberal Studies major.
$$$ 18 units of Child Dev. courses sill transfer to Child Dev. major at CSUN, all Child Development courses can transfer as electives.

OPTION I: OCCUPATIONAL CERTIFICATES CONTINUED

Education Aide/Teacher's Assistant Certificate

These certificates were desugned to transfer to the Child Development Major at CSUN

REQUIRED COURSES		UNITS
$Ch Dev 1	Child Growth & Development	3
Ch Dev 32	Teacher-Assistant in the Elementary Class	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicums in Child Development I	3
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
		25-27

Exceptional Children-Teacher's Aide Certificate

REQUIRED COURSES		UNITS
$Ch Dev 1	Child Growth & Development	3
Ch Dev 45	Programs for Exceptional Children	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
Psych 17	The Exceptional Child	3
		28-30

Infant/Toddler Certificate

REQUIRED COURSES		UNITS
$Ch DEv 1	Child Growth & Development	3
Ch Dev 30	Infant Studies	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi- Cultural Society	3
Ch Dev 22	Practicum in Child Development I	3
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
Fam & CS 21	Nutrition	3
		22-24

Pre-School Certificate

REQUIRED COURSES		UNITS
$Ch Dev 1	Child Growth & Development	3
Ch Dev 2	Early Childhood: Principles & Practices	3
Ch Dev 3	Creative Experiences for Children I	3
Ch Dev 4	Creative Experiences for Children II	3
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	The Child in a Multi-Cultural Society	3
Ch Dev 22	Practicum in Child Development I	4
or CD 81 & 82	Field Work in Child Development I & II	3-3
Psych 1	General Psychology I	3
		25-27

School-Age Child Care Certificate

The same courses as the PreSchool Certificate except for the following changes:

Child Dev. 46	School Age Programs replaces Ch Dev 2	3

FUTURE TEACHERS INSTITUTE
Options II, IIa, III, IIIa

OPTION II: Education Aide/Teacher's Assistant Associate in Arts Degree

REQUIRED COURSES		UNITS
First Semester		
*Ch Dev 1	Child Growth & Development	3
Ch Dev 3	Creative Experiences for Children 1	3
Speech 101	Oral Communications 1	3
Biology 3	Introduction to Biology	4
Poli Sci 1	The Government of the United States	3
		16
Second Semester		Units
Ch Dev 32	Teacher Assistant in Elementary Classroom	3
Ch Dev 4	Creative Experiences for Children 11	3
Eng 60-64	English course (choose one in this area)	
or *Eng 101	College Reading and Composition 1	3
Philos 6	Logic in Practice	3
**Health 10/11	Health	2/3
**PE	Physical Education	1
		15/16
Third Semester		Units
Ch Dev 11	Home, School, and Community Relations	3
Ch Dev 42	Child in a Multi-Cultural Society	3
FCS 31	Marriage and Family Life	3
Math 115	Elementary Algebra	
or Math 225	Introduction to Statistics	5/3
Ch Dev 81	Practices to Child Development 1	
or Ch Dev 22	Field Work in Child Development 1	3/4
		15/18
Fourth Semester		Units
Ch Dev 82	Field Work in Child Development II	3
Psych 1	General Psychology 1	3
History 43	Mexican American in the History of the U.S. Note:Cultural History requirements may vary according to foreign language selected.	3
Humanities	Choose from Graduation Plan A requirements	3
		12

Option II A: Education Aide/Teacher's Assistant Child Development Major Transfer Program to CSUN

Meet all the requirements for Option II plus courses from the following areas: *Math 225; Physiology 1 or Psychology 2; Humanities (Choose 6 units). This program will meet the lower division course requirements for the Child Development (credential option for teacher preparation) at CSUN. Note: This option requires passing the National Teachers Examination.

* These courses are required for the transfer program to CSUN.

** These courses are requirements for the Teacher Assistant Associate in Arts Degree; but are not required by CSUN Liberal Studies Major.

*** 18 units of Child Dev, courses transfer to Child Dev. Major at CSUN, all Child Development courses transfer as electives.

Option III: Bilingual/BiCultural Teacher Assistant Associate in Arts Degree

Required Courses First Semester		Units
**Ch Dev 14	Bilingual-Bicultural Programs	3
**Ch Dev 15	Materials and Media in Bilingual-Bicultural Programs	3
Eng 60-64	English course (choose one in this area)	
or*Eng 101	College Reading and Composition 1	3
Span 1 or 2 or *3	Spanish 1 or II or III Note: Any foreign language may be selected	5
		14

Second Semester		Units
*Ch Dev 1	Child Growth & Development	3
**Fam * CS 31	Marriage and Family	3
Biology 3	Intro to Biology	4
History 43	The Mexican-American in The History of the United States I. Note: Cultural History requirements may vary according to foreign language selected.	3
Speech 101	Oral Communications 1	3
		16

Third Semester		Units
**Ch Dev 3	Creative Experience for Children 1	3
Geog 2	Geography	3
Philosophy 6	Philosophy 6	3
Chicano 37	Chicano Literature	3
Math 215	Principles of Mathematics I	3
		15

Fourth Semester		Units
**Ch Dev 81	Field Work in Child Development I	3
Poli Sci 1	Political Science 1	3
Philosophy 1	Philosophy 1	3
**Health 10/11	Health Education	2/3
**PE	and PE activity course Graduation Requirements or Electives	3
		15/16

Option III A: Education Aide/Teacher Assistant: Bilingual/Bicultural Liberal Studies Major Transfer Program to CSUN

Meet all the requirements for Option III plys course from the following six areas for the Multiple Subjects Waiver Program (Credentioan Option) Liberal Studies Major-Plan E.

Area 8: Physical Science 1 and Physical Science Lab 14
Area 10: History 1
Area 11: History 27
Area 14: Geography 14
Area 16: Philosophy 2, 20, 22 or 23 (one course)
Area 17: Art 101, 102, 103; Music 111, Th Arts 100 (one course)

This prigram will meet the lower division course requirements the Liberal Studies Major-Plan E (credential option-Multiple Subjects Waiver Program) at CSUN.

FUTURE TEACHERS INSTITUTE
OPTION IV, V

Option IV: Transfer program to CSUN for the Single Subject Major leading to a Secondary Teacher Preparation Program.

Consult your LAMC Catalog counselor and each advisement from CSUN Credential Preparation Office for complete details of your selected major.

Only the following majors are eligible for the Single Subject Waiver Program leading to a California Teaching Credential at CSUN.

Teaching Field	Major
Art	Art
Business	Business
English	English
English	Speech Communication
English	Theater
Foreign Language French	
Foreign Language German	
Foreign Language Spanish	
Health Science	Health Science
History	History
Home Economics	Home Economics
Life Science	Biology
Mathematics	Mathematics
Music	Music
Physical Education	Physical Education
Physical Science Chemistry	
Physical Science Physics	
Social Science	Chicano Studies
Social Science	Geography
Social Science	History
Social Science	Pan African Studies
Social Science	Political Science
Social Science	Urban Studies

Transfer students must complete Transfer General Education Requirements. To earn an Associate in Art Degree in a Single Subject major students must also complete the graduation requirements of Plan A or Plan B.

Note: Passage of the National Teachers Examination is not required with the waiver program.

Option V: Transfer program to CSUN for Bilingual Interns for the Los Angeles School District

(See a LAMC School District 1-800-832-2452)

If you qualify and are selected for the elementary, elementary bilingual, secondary or secondary bilingual Los Angeles Unified School District (LAUSD) Intern Program, you will be hired as a school teacher. You will be places in a paid assignment. While reaching you will be assigned a mentor teacher to assist and guide you during the two to three year intern program. You will also be required to attend a 120 hour orientation before you enter the classroom and continue with an afternoon class once a week. The training you receive is a two-or three year program conducted by the LAUSD's Professional Development Branch and is tuition free. Requirements of the LAUSD Intern Program are as follows:

Elementary	*Baccalaureate degree from an accredited college/university *An academic major or minor or a diversified liberal arts degree *Verification of passage of the California Basic educational Skills Test (CBEST) *Verification of passage of the National Teacher Examination (NTE) Core Battery - General Knowledge Test
Elementary Bilingual:	*Meet all of the above elementary requirements plus verification of passage of the Oral Language Section of the Bilingual Certificate of Competence Assessment.
Secondary:	*Baccalaureate degree from an accredited college/university *A Minimum of twenty semester hours (30 quarter hours) of college-level course work from the department of the subject field of application with a grade of "C" or better. A major in the subject field is preferred.
Secondary BIiingual:	Meet all of the Secondary requirements plus verification of passage of the Bilingual Certificate of Competence Assessment-Oral Language Component.

Once you have successfully completed the District Intern Program requirements, you will be recommended for a California Professional Clear Multiple Subjects Credential. This credential is granted by the Commission on Teacher Credential is granted by the Commission on Teacher Credentialing and is accepted throughout California.

APPENDIX "D"

CAREER LADDER

LOS ANGELES MISSION COLLEGE

FUTURE TEACHERS INSTITUTE
CAREER LADDER
FLOW CHART

Following are various options to be followed by a student wishing to pursue a teaching career ladder.
Students can choose ANY of the following options according to their needs.

Teacher Aide Certificate Program
LAMC - Certificate Program in Bilingual Bicultural Education Aide
LAMC - Certificate Program in Child Development

Associate in Arts Degree
LAMC - Associate in Arts with emphasis in Bilingual Education
LAMC - Associate in Arts with emphasis in Child Development

Associate in Arts Degree in any Single Subject
LAMC - Associate in Arts Degree in any single subject

Transfer sequence to CSUN
LAMC - Transfer sequence to CSUN

B.A. in Child Development Option
LAMC Certificate Program in Education Aide - Child Development or
LAMC Bilingual/Bicultural Certificate
LAMC - A.A. Degree with emphasis in Child Development or
Bilingual Bicultural Education
LAMC - Transfer sequence to CSUN
CSUN - B.A. in Child Development
Take the National Teachers Exam
CSUN - 5th year in professional preparation
RESULTS: K-12 Multiple Subject Teaching Credential

B.A. in Liberal Studies Option
LAMC - Certificate Program in Education Aide - Bilingual Bicultural
LAMC - A.A. Degree with emphasis in Bilingual Bicultural Education
LAMC - Transfer sequence to CSUN
CSUN - B.A. in Liberal Studies
RESULTS: K-12 Multiple Subject Teaching Credential

B.A. in any single Subject Option
LAMC - A.A. in any single subject
CSUN - B.A. in any single subject
Take National Teachers Exam
or complete waiver program within major
RESULTS 9-12 Single Subject Teaching Credential

FUTURE TEACHERS INSTITUTE

CAREER LADDER CHART

Following are various options to be followed by students wishing to pursue a teaching career. Students can choose ANY of these options according to their needs and education.

STUDENT STATUS	OPTIONS	REQUIRED ACTION	RESULTS
Student has no degree	*Student pursues college career*	*Student enters Mission College (LAMC)* *or* *Student enters Cal. State University-Northridge (CSUN)*	*Student chooses any of the options listed below*
Student wishes Teaching Certificate in Bilingual-Biculutural Eduction	*Student enrolls in Bilingual-Bicultural Teacher Assistant Certificate Program* Option I	*Student enrolls at Mission College and completes 32 units and receives Bilingual Education Teacher Assistant Certificate*	*Student can work as a bilingual teacher assistant aide in an Elementary School/Secondary School*
Student wishes Teaching Certificate-Child Development	*Student enrolls in Child Development Certificate Program* Option I	*Student enrolls at Mission College and completes necessary units depending on certificate and receives certificate*	*Student can work as teacher assistant in an elementary school/secondary school classroom*
Student wishes Education Aide Teaching Assistant in Arts Degree in Child Development	*Student enrolls in A.A. Degree in Child Development* Option II	*Student enrolls at Mission College completes a minimum of 60 units and receives an Associate of Arts degree*	*Student can work as assistant or aide in any Elementary or Secondary School, and can transfer to a University to pursue a Child Development B.A. degree*
Student wishes Teacher Assistant Associate of Arts Degree with emphasis in Bilingual-Bicultural Education	*Student enrolls in A.A. Degree with emphasis in Bilingual Bicultural Education* Option III	*Student enrolls at Mission College, completes a minimum of 60 units and receives an Associate of Arts Degree in Liberal Studies with Bilingual- Bicultural Education Option*	*Student can work as a bilingual aide or assistant in any Elementary or Secondary School, and can transfer to a University to pursue a Liberal Studies B.A. degree*

FUTURE TEACHERS INSTITUTE

CAREER LADDER CHART

Following are various options to be followed by students wishing to pursue a teaching career. Students can choose ANY of these options according to their needs and education.

STUDENT STATUS	OPTIONS	REQUIRED ACTION	RESULTS
Students wished to transfer to CSUN and earn a B.A. in Liberal Studies Option IIIa	***Student can choose one or a combination of:***	***Student enrolls at Mission College:***	
	1.– Enroll in the Bilingual Teacher Assitant Certificate Program and transfer to CSUN	***1.– Earns a Certificate and 32 units: some units transfer as general eduction requirements, the Child Dev. units transfer as electives ONLY, NOT COUNTING towards the major***	***Student can work as a bilingual aide/teacher assistant in any Elementary or Secondary School, and can transfer to a University to pursue a B.A degree***
	2.– Enroll in the Bilingual-Bicultrual A.A. degree program and transfer Option III	***2.– Earns an A.A. degree, a minimum of 60 units, general education requirements units transfer, all other units transfer as electives ONLY, NOT COUNTING towards the major***	***Same as above***
	3.– Complete the general education requirements	***3.– Earns 30 units towards the general education requirements***	***Same as above***
	4.– Complete options 1 and 2 and transfer	***4.– Earns a Certificate, an A.A. degree and a minimum of 60 units, having some Child Developmnet units transferable as electives***	***Same as above***
		Student transfers to CSUN and earns a B.A. in Liberal Studies	***Student earns a Bachelor of Arts Degree in Liberal Studies and with 5th year of professional preparation receives a K-12 Multiple Subject Credential, and student can teach K-12.***
		TO BE ABLE TO TEACHE K-12 ***• Students must take a 5th year in college for professional teacher preparation*** ***or*** ***pass the NTE and enter the LAUSD Intern program*** Option V	***Or, if accepted and successfully complete a 2 year intern program – receive a K-12 Multiple Subject Credential***

FUTURE TEACHERS INSTITUTE

CAREER LADDER CHART

Following are various options to be followed by students wishing to pursue a teaching career. Students can choose ANY of these options according to their needs and education.

STUDENT STATUS	OPTIONS	REQUIRED ACTION	RESULTS
Student wishes to transfer to CSUN and earn a B.A. in Child Development Option IIa	*Student can choose one or a combination of:*	*Student enrolls at Mission College:*	
	1.- Enroll in the Bilingual Teacher Assistant Certificate Program and transfer to CSUN Option I	*1.- Earns a Certificate, 32 units (18 of which will transfer as upper division units in the Child Development major)*	*Student can work as a education aide/bilingual aide in any Elementary or Secondary School*
	2.- Enroll in Child Development Certificate Program and transfer to CSUN Option I	*2.- Earns a certificate. (18 units will transfer as upper division units in Child Development)*	
	3.- Enroll in the Education Aide/Teachers Assistant A.A. degree program with emphasis in Bilingual Education and transfer to CSUN Option IIIA	*3.- Earns an A.A. degree, a minimum of 60 units, general education requirements and 18 units in upper division in the Child Development major*	*Student can work as a education aide/bilingual aide in any Elementary or Secondary School, and can transfer to a University to pursue a B.A degree*
	4.- Enroll in Education Aide/Teacher's Assistant Child Development A.A. degree program and transfer to CSUN Option IIA	*4.- Same as above*	
	5.- Complete general education requirement and transfer	*5.- Earns 30 units towards the general education requirements*	*Same as above*
	6.- Complete options 1 and 3 *or* *Complete options 2 and 4*	*6.- Earns a Certificate, an A.A. degree and a minimum of 60 units as well as 18 units transferable to upper division in the Child Development major*	*Same as above*
		Students transfers to CSUN and earns B.A. in Child development	*Student can teach in pre-school and MAY be accepted to teach K-3 grades ONLY*
		TO BE ABLE TO TEACH K-12: ** Student MUST TAKE the NTE (National Teachers Exam) and pass it* ** Student must take a 5th year in college for professional preparation or apply and get accepted to LAUSD Intern Program*	*After passing NTE and with 5th year of professional preparation student receives K-12 Multiple Subject Credential* *Student can now teach K-12 or if accepted and successfully complete 2 year intern program - recieve K-12 Multiple Subject Credential*

FUTURE TEACHERS INSTITUTE

CAREER LADDER CHART

Following are various options to be followed by students wishing to pursue a teaching career. Students can choose ANY of these options according to their needs and education.

STUDENT STATUS	OPTIONS	REQUIRED ACTION	RESULTS
Student wishes to transfer to CSUN and earn a B.A. in any single subject (p.e., math, english etc..)	*Student can choose one or a combination of:*	*Student enrolls at Mission College:*	
	1.- A Certificate in any single subject	*1.- Earns a Certificate, 32 units: some units transfer as general education requirements*	*Student can work as a bilingual aide in any Elementary or Secondary School, and can transfer to a University to pursue a B.A degree*
	2.- A.A. in any subject with transfer sequence Option IV	*2.- Earns an A.A. degree, a minimum of 60 units, general education requirements transfer, all other untis transfer as electives only NOT COUNTING towards the major*	*Same as above*
	3.- Transfer sequence alone	*3.- Earns 30 units towards the general education requirements*	*Same as above*
	4.- Combination of 1 and 2 Option IV	*4.- Earns a Certificate, an A.A. degree and a minimum of 60 units as well as some units as electives ONLY*	*Same as above*
	5.- B.A. degree Child Development Option IIa	*Student transfers to CSUN and earns a B.A. in a single subject*	*Student earns a B.A. in a Single Subject*
	6.- B.A. in Liberal Studies with Bilingual/ Bicultural Major Option IIIa	*TO BE ABLE TO TO TEACH 9-12:* ** Student MUST TAKE the NTE (National Teachers Exam) and pass it unless your major is approved for single* subject waiver status.	*Student earns a Single Subject Teaching Credential after a 5th year of professional prparation and can now teach 9-12 grades*
	7.- B.A. in Single Subject Major Option IV	** Students must take a 5th year in college for professional teacher preparation*	

APPENDIX "E"

COMMITTEES

- **Advisory Committee**
- **Community College Leadership Team**
- **K-12 School District Leadership Team**
- **University Team Leadership Team**

Advisory

ADVISORY COMMITTEE

Name/Title	Organization Represented	Address	Phone #
Alcala, Jose - Los Angeles Unified School District Community Liaison and Los Angeles Mission College Student	Community	7326 Case Ave. Sun Valley, CA 91352	(818) 982-379
Avalos, Isreal - Bilingual Teacher Assistant	Para-professional	11916 Carl St. Lake View Terrace, CA 91342	(818) 896-9388
Báez, Renée - Director of the Bilingual Professional Expressway Project	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext.267-8
Baroni, Paula - Teacher at Valerio Elementary School	LAUSD	15035 Valerio St. Van Nuys, CA 91405	(818) 785-8683
Brosseau, Gayle - Coordinator Future Teachers Institute	Mission College	1320 San Fernando Rd. San Fernando, CA 91340	(805) 526-6631
Cantrell, Eloise - Project Director Future Teachers Institute	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 256
Carrillo, Louis - Teacher at Fair Avenue Elementary School	LAUSD	6501 Fair Avenue North Hollywood, CA 91606	(818) 761-5444
Cerrillos, Blanca - Teacher Bilingual Professional Expressway Project	LAUSD, LAMC	11137 Shermanway St. #2 Sun Valley, CA 91352	(818) 503-1381
Cortina, Gabriel - Superintendent Region E	Region E - Los Angeles School District	6621 Balboa Blvd. Van Nuys, CA 91406	(818) 997-2490
Cortina, Gabriel - Superintendent Region E	Region E - L.A. School District	6621 Balboa Bvd. Van Nuys, CA 91406	(818) 997-2490
Coughlin, Sara - Superintendent Region F	Region F - Los Angeles School District	Region F Adm. Office 8111 Calhoun Ave. Panorama, CA 91402	(818) 997-2401

Name/Title	Organization Represented	Address	Phone #
Davis, Yuonne, - Director of Instruction	Region F - L.A. School District	Region F Adm. Office 8111 Calhoun Ave. Panorama, CA 91402	(818) 997-2421
Delgado, Tony - Principal of Columbus Junior High School	LAUSD	22250 Elkwood Canoga Park, CA 91304	(818) 348-5601
de la Cruz, Jose - Teacher in the Amnesty Program	LAMC	13891 Rayen St. Arleta, CA 91331	(818) 893-501
de la Cruz, Luz - Teacher in the Amnesty Program	LAMC	13891 Rayen St. Arleta, CA 91331	(818) 893-501
Elliott, Linda - Student of Los Angeles Mission College	Student	13219 Barbra Ana St. North Hollywood, CA 91605	(818) 982-391
Flink, Joanne - Transfer Counseling - Liaison to Future Teachers Institute	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-827 Ext. 20
Flores, Vicky	Para-Professional	13363 Cornelius St. Pacoima, CA 91331	(818) 899-591
Franco, Maria Lorena - Teacher for Head Start Program and Student at Los Angeles Mission College	Teacher	21517 Cohasset St. Canoga Park, CA	(818) 701-6357
Fujimoto, Jack - President of Los Angeles Mission College	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-827 Ext. 22
Gonzalez, George A. - Director of Selection Bilingual Recruitment Office	LAUSD	450 North Grand Avenue Los Angeles, CA 90012	(213) 625-670
Guitierrez, Maria Gloria - Paraprofessional	Para-professional	Herrick Elementary School 13350 Herrick Avenue Sylmar, CA 91342	(818) 362-186
Hagen, Joyce (Dr.) - Chair, Department of Special Education	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 855-259
Hillaway			
Hoffpauir, Robert - Coordinator of Liberal Studies	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-330

Name/Title	Organization Represented	Address	Phone #
Iniguez, Ketty - Volunteer and Los Angeles Mission College Student	Community	10140 Sepulveda #22 Mission Hills CA 91345	(818) 892-1782
Jaye, Karen - Adviser of Elementary Bilingual and Future Teachers Institute Liaison	Region E - L.A. School District	Adminstrative Region E 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 997-2490
Jimenez, Juana - Parent Volunteer and Los Angeles Mission College Student	Community	13506 Glenoaks Blvd. Sylmar, CA 91342	(818) 362-1305
Kazel, Charlene - Paraprofessional for Children with Special Needs		17530 Lemarsh Northridge, CA 91325	
Krzywkowski, Leo - Associate Dean of School of Education	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-2590
Loftus, Shelly - Bilingual Coordinator of San Fernando Junior High School	LAUSD	San Fenando J. H. S. 130 North Brand Blvd. San Fernando, CA 91340	(818) 361-0181
Lopez, Vilma - Assication Student Organization President	Los Angeles Mission College	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 298
Margolin, Edythe - Interdisciplinary of Child Development	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-3385
Marquez, Alice - Teacher at Herrick Ave. Elementary	LAUSD	2223 Crescent Way Palmdale, CA 93550	(805)home 265-7611 (818)work 367-1864
McClain, Doris - Professor of Child Development and Curriculum Committee Chair	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 276
Newcomb, Michael - Articulation Officer for Academic Program	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-4943
O'Connor, Anna Marie - Bilingual Advisor of Region F	Region F - Los Angeles School District	Burton Street School 8111 Calhoun Ave. Panorama, CA 91402	(818) 997-2421
Oda, Nancy - Assistant Principal of Haddon Elementary School	LAUSD	10115 Hadden Ave. Pacoima, cA 91331	(818) 899-0244

Name/Title	Organization Represented	Address	Phone #
Olden, Jan - Student		13174 Borden Ave. Sylmar, ca 91342	
Ponce, Manuel - Director Mexican American Education Commission	LAUSD	450 N. Grand Ave. Room H 138 Los Angeles, CA 90012	(213) 625-6798
Ramos, Elias - Assistant Professor of Foreign Languages and Literatures	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-3467 885-3593
Ramos, Jeanne - Bilingual Secondary Adviser	Region E - L.A. School District	Adminstrative Region E 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 997-2490
Randel, Charles - Bilingual Advisor of Region F	Region F - Los Angeles School District	Burton Street School 8111 Calhoun Ave. Panorama, CA 91402	(818) 997-2421
Reyes, Julia - Student of Mission College	Para-professional	12745 Osborne St. Arleta, CA 91331	(818) 899-2854
Reza, Maria - Principal of San Fernando Junior High School	LAUSD	San Fenando J. H. S. 130 North Brand Blvd. San Fernando, CA 91340	(818) 361-0181
Reza, Serafina - Teacher	LAUSD	10930 Orion Granada Hills, CA 91345	(818) 894-9608
Richart, Victoria - Dean of Academic Affairs	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 307
Ross, Febronia - Cluster A Chair	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 251
Sanchez, Marta - Director Operation Chicano Teacher	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-2732
Seja, Ludim - Out Reach and Recruitment Office	CSUN	18111 Nordhoff Northridge, CA 91330	(818) 885-2969
Schieffer, Joseph - Director of Credential Preparation	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-2586
Smith, Cristine - Chair of Secondary Education Department	CSUN	18111 Nordhoff St. Northridge, CA 91330	(818) 885-2580
Swanson, Shirley			

Name/Title	Organization Represented	Address	Phone #
Trejo, Blanca - Student of Los Angeles Mission College	Para-professional	13841 Almetz St. Sylmar, CA 91342	
Tronto, Carlie - Cluster B Chair	Mission College Staff	1320 San Fernando Rd. San Fernando, CA 91340	(818) 365-8271 Ext. 228
Wilson, Emma - Principal of Burton Street School and Future Teachers Institute Liaison	Region F - L.A. School District	Burton Street School 8111 Calhoun Ave. Panorama, CA 91402	(818) 908-1287

Community College Leadership Team

Los Angeles Mission College Leadership Team

Dr. Jack Fujimoto, President

Victoria Richart, Dean - Academic Affairs

Eloise Cantrell, Director - Future Teachers Institute

Dr. Febronia Ross, Chair - Cluster A

Doris McClain, Chair, Curriculum Committee

Joanne Flink, Transfer Counselor

Carla Tronto, Chair - Cluster B

Gayle Brosseau, Coordinator - Future Teachers Institute

Ada Ocasio, Secretary - Future Teachers Institute

K-12 School District Leadership Team

Los Angeles Unified School District
Leadership Team

Dr. Gabriel Cortina - Superintendent, Region E

Dr. Sara Coughlin - Superintendent, Region F

Emma Wilson - Principal, Region F

Karen Jaye, Instructional Adviser - Region E

Jeanne Ramos, Instructional Adviser - Region E

University Leadership Team

California State University Northridge
Leadership Team

Dr. Leo Krzywkowski - Associate Dean, School of Education

Dr. Michael Newcomb - Articulation Officer for Academic Programs

Dr. Joseph Schieffer - Director, Credential Preparation

Dr. Joyce Hagen - Chair, Department of Special Education

Dr. Robert Hoffpauir - Chair, Department of Liberal Studies

Dr. Marta Sanchez - Director, Operation Chicano Teacher

Dr. Edythe Margolin - Coordinator/Professor, Interdisciplinary Major of Child Development

Dr. Shirley Swanson - Director of Academic Affairs

APPENDIX "F"

CORRELATION CHART

CORRELATION

OF CURRICULUM NEEDS
OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT
AND LOS ANGELES MISSION COLLEGE

MAY 3, 1991

The following courses and objectives do not represent every course or objective that correlates to the stated needs of the Los Angeles School District as provided by Region E and F. This correlation shows that the topics of concern are addressed in existing courses offered at Los Angeles Mission College. The units within the existing Los Angeles Mission College courses can be expanded to further meet the needs of the Los Angeles Unified School District.

Los Angeles Unified School District Curriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
MATHEMATICS: 1. Problem Solving 2. Technology 3. Cooperative Learning 4. AIMS 5. Use of manipulatives	CD-4 Creative Experiences for Children	CD-4 (Objective 5) Analyze the content and process in each of the curriculum areas
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 4) Use bilingual - bicultural materials and media in academic subject areas with the children in the bilingual bicultural programs CD-15 (Objective 8) Plan, prepare and present units on science, math, social studies, and language arts using a bilingual - bicultural mode
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 8) and CD-4 (Objective 3) and CD-15 (Objective 7) Plan and prepare effective learning centers CD-32 (Objective 9) and CD-4 (Objective 11) Formulate and write appropriate goals and objectives CD-32 (Objective 11) Under the supervision of a teacher, prepare and organize educational materials appropriate to the development of school age children

The class, "Marriage and Family Life," (FSC-31) addresses the special needs of immature learners, dysfunctional families and communication skills.

Los Angeles Unified School District Curriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
LEARNING MODALITIES Kinesthetic Visual Auditory	CD-1 Child Growth and Development	CD-1 (Objective 3) Observe and describe individual differences in children's social-emotional, physical and cognitive development CD-1 (Objective 4) Compare levels of accomplishment for the individual child using the norms of a particular developmental level and taking into consideration individual strengths and weaknesses
	CD-15 Materials and Media in the Bilingual Bicultural Programs	CD-15 (Objective 1) Discuss recent research and developments in the field of Bilingual - Bicultural Education in relation to the development of children and their learning abilities and needs
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 7) Describe the characteristics of school-age child CD-32 (Objective 14) Observe, record and analyze the behavior of one child in the classroom for one semester
PSYCHOMOTOR Gross motor Fine motor Laterality Spatial Relationships	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 1) Discuss recent research and developments in the field of Bilingual - Bicultural Education in relation to the development of children and their learning abilities and needs
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 7) Describe the characteristics of school -age child

Los Angeles Unified School District rriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
NGUAGE ARTS	CD-4 Creative Experiences for Children II (elementary school)	CD-4 (Objective 5) Analyze the content and process in each of the curriculum areas
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 4) Use bilingual - bicultural materials and media in academic subject areas with the children in the bilingual bicultural programs CD-15 (Objective 8) Plan, prepare and present units on science, math, social studies, and language arts using a bilingual - bicultural mode CD-15 (Objective 9) The student will be able to acquire classroom skills in the teaching of spanish reading
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 8) and CD-4 (Objective 3) and CD-15 (Objective 7) Plan and prepare effective learning centers CD-32 (Objective 9) & CD-4 (Objective 11) Formulate and write appropriate goals and objectives CD-32 (Objective 11) Under the supervision of a teacher, prepare and organize educational materials appropriate to the development of school age children
THE WRITING PROCESS	CD-4 Creative Experiences for Children II (elementary school)	CD-4 (Objective 5) Analyze the content and process in each of the curriculum areas
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 8) Plan, prepare and present units on science, math, social studies, and language arts using a bilingual - bicultural mode

Los Angeles Unified School District urriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
SCIENCE	CD-4 Creative Experiences for Children II (elementary school)	CD-4 (Objective 5) Analyze the content and process in each of the curriculum areas
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 4) Use bilingual - bicultural materials and media in academic subject areas with the children in the bilingual bicultural programs CD-15 (Objective 8) Plan, prepare and present units on science, math, social studies, and language arts using a bilingual - bicultural mode
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 8) and CD-4 (Objective 3) and CD-15 (Objective 7) Plan and prepare effective learning centers CD-32 (Objective 9) and CD-4 (Objective 11) Formulate and write appropriate goals and objectives CD-32 (Objective 11) Under the supervision of a teacher, prepare and organize educational materials appropriate to the development of school age children

Los Angeles Unified School District urriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
OCIAL STUDIES Thematic	CD-4 Creative Experiences for Children II (elementary school)	CD-4 (Objective 5) Analyze the content and process in each of the curriculum areas
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 4) Use bilingual - bicultural materials and media in academic subject areas with the children in the bilingual bicultural programs CD-15 (Objective 8) Plan, prepare and present units on science, math, social studies, and language arts using a bilingual - bicultural mode
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 8) and CD-4 (Objective 3) and CD-15 (Objective 7) Plan and prepare effective learning centers CD-32 (Objective 9) and CD-4 (Objective 11) Formulate and write appropriate goals and objectives CD-32 (Objective 11) Under the supervision of a teacher, prepare and organize educational materials appropriate to the development of school age children
SPECIAL EDUCATION	CD-1 Child Growth and Development	CD-1 (Objective 4) Compare levels of accomplishment for the individual child using the norms of a particular developmental level
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 12) Describe the concept of "mainstreaming" children with special needs
	CD-81 Field Work in Child Development	CD-81 (Objective 10) Recognize and identify children with physical and behavioral disorders and seek guidance in handling these children

Los Angeles Unified School District Curriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
FUTURE STUDENTS 1. Immature learners 2. Prenatal exposure to drugs and alcohol 3. Abused students	CD-1 Child Growth and Development	CD-1 (Objective 2) Identify signs of physical and emotional disturbances which deviate from the norm
	CD-11 Home, School and Community Relations	CD-11 (Objective 4) Identify community resources and agencies serving the school, family and child. The student will be able to assist the family in seeking help CD-11 (Objective 6) Describe the effect of divorce, single parenting and the working mother on the children in their programs
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 14) Observe, record and analyze the behavior of one child in the classroom for one semester
	CD-81 Field Work in Child Development	CD-81 (Objective 10) Recognize and identify children with physical and behavioral disorders and seek guidance in handling these children
ASSERTIVE DISCIPLINE Fred Jones Others	CD-1 Child Growth and Development	CD-1 (Objective 5) Recognize and point out the need for a reasonable system of limits appropriate to the child's stage of development
	CD-4 Creative Experiences for Children II (elementary school)	CD-4 (Objective 8) Evaluate the importance of a positive self-image to a child's ability to learn
	CD-11 Home, School and Community Relations	CD-11 (Objective 7) Identify each child as a member of his particular family ad work with his family to resolve problems between the family's life style and values and those of the school in the best interest of the child
	CD-32 Teacher Assistant in the Elementary Classroom	CD-32 (Objective 5) and CD-81 (Objective 5) Develop effective child guidance techniques which will result in a reasonable system of limits, rules and regulations
	CD-81 Field Work in Child Development	CD-81 (Objective 7) Organize and sustain the positive functioning of groups of children in a

Los Angeles Unified School District Curriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
EXPERIENTIAL BACKGROUND FOR LEARNING Use real life experiences where possible	CD-1 Child Growth and Development	CD-1 (Objective 1) Recognize an acceptable environment in which the child can grow toward a sense of positive identity as a member of his family, ethnic group and as a peer group member
	CD-4 Creative Experiences for Children	CD-4 (Objective 4) Encourage exploration, experimentation, questioning and mastery with the children CD-4 (Objective 10) Locate and use community resources which will enhance the school curriculum
	CD-11 Home, School and Community Relations	CD-11 (Objective 5) Describe and value cultural variety as an enrichment of personal experience
	CD-14 Introduction to Bilingual Bicultural Programs	CD-14 (Objective 1) Develop the ability to maximize their potentials as an individual learner and teacher, and as a citizen in the multi-lingual, multi-cultural society CD-14 (Objective 3) Define terminology used in bilingual - bicultural programs CD-14 (Objective 8) Interact as a teacher's aide /assistant in a multi-lingual/multi cultural social setting, providing a learning atmosphere for the classroom
	CD-15 Materials and Media in the Bilingual Bicultural Program	CD-15 (Objective 2) Analyze problems that exist for the child who is bilingual - bicultural
	CD-32 Teacher Assistants in the Elementary Classroom	CD-32 (Objective 3) Develop appropriate techniques for working with school age children

Los Angeles Unified School District Curriculum Needs	Los Angeles Mission College Courses with Comparable Curriculum	Units that already exist in Courses which can be expanded to meet the needs of the Los Angeles Unified School District
THEMATIC APPROACH	CD-4 Creative Experiences for Children	CD-4 (Objective 2) Locate materials and sources of information CD-4 (Objective 6) Identify and choose materials that can be coordinated into a total learning experience
	CD-11 Creative Experiences for Children II (elementary school)	CD-11 (Objective 1) Analyze and use appropriate teaching techniques and appropriately arrange the learning environment
	CD-14 Bilingual Bicultural Programs	CD-14 (Objective 2) Identify bilingual-bicultural materials and media in academic subject areas as well as those in the areas of arts and music
	CD-15 Materials and Media in Bilingual - Bicultural Programs	CD-15 (Objective 5) Critique literature, materials, and media developed for use in Bilingual - Bicultural Programs

APPENDIX "G"

COURSES/WORKSHOPS

Course Outline

"Spanish Reading Through Language Arts"

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. COLLEGE: Los Angeles Mission College

2. COURSE INFORMATION: : (Attach Course Outline)

SUBJECT CODE 8 9 7 EFFECTIVE SEMESTER 1/91

SUBJECT TITLE (not to exceed 40 spaces): Spanish

COURSE NUMBER: 0 9 9 /

COURSE TITLE (not to exceed 60 spaces): Spanish Language Arts for Teacher Assistants

Units: 3

3. PREREQUISITE: None REPEATABILITY : 0

4. HOURS PER WEEK: Lecture 3, Laboratory __, Other(specify) __, Total Hrs.Per Wk. 3,

DESCRIPTION: (as it is to appear in the college catalog and Board of Trustees Action. (Limit to 40 words)

Designed to develop strategies and techniques in Spanish reading through Language Arts. For teacher assistants; but open to all.

6. ARTICULATION: It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
( ) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. Rationale for offering this course: (For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words).

Needed as part of The Future Teachers Institute.

8. MULTIPLE COURSE INDEX STATUS: (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair Date Curriculum Committee Chair Date

Vice President,Academic Affairs Date College President Date

9. EDUCATIONAL PROGRAM STATUS: (List the educational programs in which course will appear

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE APPROVED	PROPOSED
1105.00	Foreign Language	1	2		X

10. ** COURSE RELATIONSHIP TO PROGRAM

A. OCCUPATIONAL PROGRAM REQUIREMENT: ( ) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalo

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation? Yes No (X). If yes, please indicate which requirement (Areas): A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: (X) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the complet of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. ESTIMATED AVERAGE ENROLLMENT PER SECTION

1st yr. 25 2nd yr. 35 3rd yr. 35 4th yr. 35 5th yr. 35

12. COORDINATION: (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Dr. Martha Sanchez	OCT Director	CSUN
Karen Jaye		LAUSD

13. INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE.

a. By Additional Funds ( ) Describe. $________

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR
	/	

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other). $________

d. Other (X) Chancellor's Office Grant. $________

TOTAL FUNDS AVAILABLE $________

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental. +1. Associate, 2. Certificate, 3. Apprentice
A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

LOS ANGELES MISSION COLLEGE
CREDIT COURSE NON-DEGREE APPLICABLE

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the LIbrary/LRC.

Author LAUSD
Title En Busca-De Nuevos Horizontes

Publisher Office of Bilingual ESL Instruction
Edition Publication EC-599 1989

Author LAUSD
Title Spanish Language Arts Program

Publisher Office of Bilingual ESL
Edition LOSE 9-1: RG 1986

Author
Title

Publisher
Edition

Author
Title

Publisher
Edition

(Use additional pages if required) * Refer to syllabus for current textbook.

n-print media, software and recommended readings:

Materials developed by LAUSD and LAMC instructors

16. **SUPPLIES.** List materials and supplies that students are required to purchase or use for this course:

17. COURSE OBJECTIVES. Be sure to include how critical thinking skills will be developed.

a result of completing this course, students will be able to:

1. Use Spanish writings to develop creative thinking; and increase vocabulary, reading ability, oral and written expression.

2. Develop skills in reading of Spanish writings utilizing the following modes:
    - read aloud
    - silent reading
    - choral reading
    - echo reading - (leader reads students repeat)
    - chant reading
    - Closure reading (student complete the parts of a reading
    - selection that are omitted by the reader.)

3. Recognize the following reading strategies:
    a. Guided imagery
    b. Language experience
    c. Interviews
    d. Journals

4. Demonstrate his/her understanding of reading selections by diagramming a "Semantic Webbing" structure. (Visual organization of a subject)

5. Demonstrate his/her understanding of a plot by "Story Mapping" (Charting the events in sequence).

18. APPROPRIATE WRITING ASSIGNMENTS, SYMBOLIC MANIPULATION OR SKILLS DEMONSTRATIONS:

A. Written Assignments:

___Essay(s)
___Journals/Logs
___Research Project/Paper
___Other (specify)________________________________

___Summaries/Abstracts
___Term paper(s)
_X_Report(s)

B. Symbol Systems

___Logic
___Computation
___Drafting/Graphics

___Music
_X_Projects
___Other (specify)___________

C. Skills

_X_Verbal/Communication
___Analytical
___Physical

_X_Written
___Laboratory
_X_Other (specify)Demonstrations

D. Other Assignments

_X_Field Trips
_X_Meetings
_X_Special Films and TV Programs
__Other (specify) _________________

_X_Lectures
___Readings
_X_Library/LRC

19. INSTRUCTIONAL MODES

_X_Lecture
___Lecture/Laboratory
_X_Demonstration
___One-on-One Conference
___Work Experience
_X_Audio Visual
___Field Experience
_X_Small Group Discussions
_X_Other (specify):Workshop at CSUN

_X_Lecture/Discussion
___Laboratory
___Seminar
_X_Oral Drills
___Computer Interactive Assignment
_X_Guest Speakers
___Independent/Directed Studies

20. EVALUATION METHODS

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___Standardized Tests
_X_Observation Record of Student Performance
___Essays/Essay Tests
_X_Quizzes, Unit Tests, Midterms
___Laboratory Reports
X_Term Papers, Projects, Reports
__Problem Solving Exercises
___Other (specify):_____________________________

___Criterion Reference Testes
_X_Homework
___Written Compositions
_X_Oral Presentations
_X_Class Participation
_X_Skills Demonstrations
_X_Final Exams

21. COURSE CONTENT

ease outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks or days).

Time Allocated	Topic or Activity
Week 1	Introduction to the course
Week 2	The role of Spanish writings in the development of reading skills
Weeks 3-5	Practice of the different reading modes
Weeks 6-10	Demonstration and practice of the following reading strategies: a. guided imagery b. language experience c. journals
Week 11	Field trip to CSUN library/resources
Weeks 12-13	Demonstration and practice of the following reading strategies: a. reading theater b. story boards
Weeks 14-16	Diagramming a "Semantic Webbing" of selected writings, and plotting through "Story Mapping"
Week 17	Student presentation and projects
Week 18	Final Exam

FUTURE TEACHERS INSTITUTE

I. Cartulinas-Charts
  a. What do you want to learn from/in this class?

II. Introduction
  a. Renee Baez
  b. The Students
    1. Groups of two (2)
    2. Students will interview each other and introduce one another to the class.

III. Syllabus
  a. Grading System
  b. Projects
  c. Class Participation
  d. Suggested Readings

IV. Definition of language Arts
  a. Listening, speaking, reading and writing to the highest ability in a global phase.
  b. Decode and Encode
  c. Higher level thinking skills.

V. Goals and Objectives
  a. Group Students
    1. One Recorder
    2. One Reporter
    3. One Motivator
    4. One who brings materials
  b. Student Brainstorm
    about the goals and objectives on each sheet.
  c. Pass the sheet

VI. Literature
  a. Brainstorming techniques to stimulative thinking.

VII. Text Preview - Analyze a Text.

CORE LITERATURE LESSON OUTLINE

I. Objectives

  a. Theme

  b. General

  c. Specific

II. Procedure

  a. Preparation/Motivation

  b. Presentation of the Story

  c. Discovery

  d. Vocabulary Development

  e. Creative Expression

III. Culmination

IV. Research

V. Interdisciplinary Connections

  a. Science

  b. Health

  c. Math

  d. Social Studies

  e. Art / Music

VI. Parent Involvement

LAUSD'S
Ideas for Future Classes

LOS ANGELES UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGION E

Mission College
Future Teachers Grant
Wednesday, April 24, 1991

Ideas for Future Classes

- Mathematics-
  - Problem Solving, Reasoning, Communication, Connections
  - Technology
  - Cooperative Learning Activities -
  - Use of manipulatives
  - AIMS materials

- Learning modalities-
  - Kinesthetic
  - Visual
  - Auditory

- Future Students-
  - Dealing with immature learners
  - Dealing with students who were prenatally exposed to drugs/alcohol
  - Dealing with abused students

- Yard Activities-
  - Psychomotor activities
  - Mental activities
  - Gross motor
  - Fine motor

- Special Ed Children Who are mainstreamed into the regular classroom
  - What can we expect from them?

- Social Studies- The American Holidays
  - Martin Luther King Day
  - Thanksgiving
  - Abraham Lincoln's Birthday etc.......

- Language Arts

- Science

- The Writing Process

Future Teachers Institute Worshops

Future Teachers Institute
Workshops

Steps for Success
May 13, 1991

Communication Techniques
May 20, 1991

Children at Risk
May 29,1991

Computer Education
June 7, 1991

Potluck
June 10, 1991

Behavior Managment
June 14, 1991

Fast Track Credential
June 17, 1991

Writing Workshop
June 19, 1991

Los Angeles Mission College

One of the ten Los Angeles Community Colleges

NTER-OFFICE CORRESPONDENCE

Date: April 30, 1991

To: Reneé Báez
Director of FIPSE

From: Eloise Cantrell, Project Director
Future Teachers Institute

Subject:
WORKSHOP FOR FUTURE TEACHERS INSTITUTE

Two workshops of the Future Teachers Institute will be held on May 13, and May 20, 1991, from 4:00 p.m. to 6:30 p.m. They will be held at 1437 San Fernando Rd., San Fernando, CA 91340, in Room 7 at the Vocational Arts Building.

Topics such as How to Look Professional, How to Write a Resume, Communication Techniques on the Job, Parent Conferences, Communication Skills for Personal and Professional Relationships, and Techniques for Success as a Teachers Assistant, Opportunities to Dialogue with Los Angeles Unified School District concerning responsibilities and opportunities that exist as Teacher Assistant will be covered.

Parking is available on the corner of Hubbard and San Fernando Rd. in the lot behind Jungle Chicken.

We are looking forward to seeing you in our 2 workshops, especially designed from the Future Teachers Institute Grant.

cc: Victoria M. Richart
✓Gayle Brosseau

memos.91.6

STEPS TO SUCCESS

Future Teachers Institute - Workshop

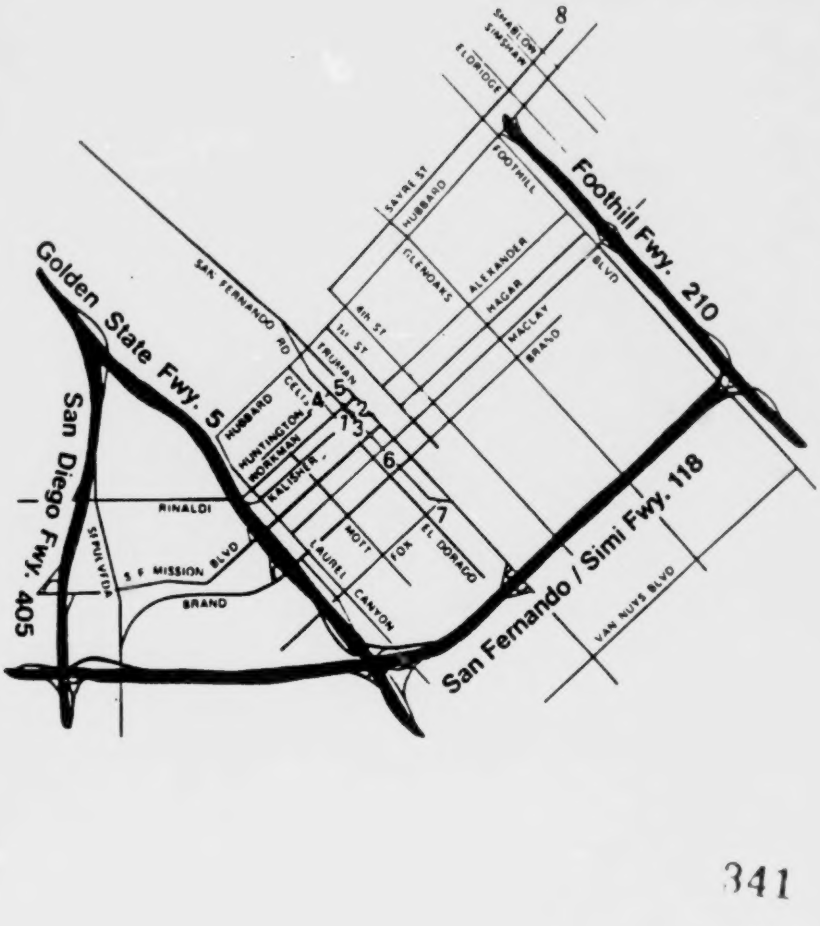
- Date - May 13, 1991

- Place - Voc. Arts 7
  1437 San Fernando RD.
  San Fernando, CA 91341

- Time: 4:00 - 6:30 p.m.

Parking for the meeting is available adjacent to the restaurant, "Jungle Style Chicken", located at San Fernando Road and Huntington Street.

Campus Map


8
SHABLOW
SIMSHAW
ELDRIDGE
SAYRE ST
HUBBARD
FOOTHILL
BLVD
Foothill Fwy. 210
GLENOAKS
ALEXANDER
HAGAR
MACLAY
BRAND
SAN FERNANDO RD
4th ST
1st ST
TRUMAN
CELIS
Golden State Fwy. 5
HUBBARD
HUNTINGTON
WORKMAN
KALISHER
4
5
1
3
6
2
7
RINALDI
MOTT
FOX
EL DORADO
LAUREL
CANYON
SEPULVEDA
S F MISSION BLVD
BRAND
San Diego Fwy. 405
San Fernando / Simi Fwy. 118
VAN NUYS BLVD

CENTRAL CAMPUS MAP KEY

1	CCTR	CAMPUS CENTER
	SPEC ED	SPECIAL EDUCATION RESOURCES CENTER 1230 SAN FERNANDO ROAD
	KAL	KALISHER CLASSROOM CENTER 1300 SAN FERNANDO RD & KALISHER
2	CLST A	CLUSTER A OFFICE
	METR	METROPOLITAN COLLEGE RECORDS
	SFBL	SAN FERNANDO BUILDING TRAFFIC SCHOOL COMMUNITY EDUCATION 1241 SAN FERNANDO ROAD
3	CLST B	CLUSTER B OFFICE 1242 SAN FERNANDO ROAD
	SCIC	SCIENCE CENTER PACE OFFICE
4	HUNT	HUNTINGTON BUILDING 1441 CELIS ST & HUNTINGTON
5	VOCS	VOCATIONAL ARTS BLDG 1437 SAN FERNANDO ROAD
6	LRC	LEARNING RESOURCES CENTER 1005 CELIS ST (BETWEEN MACLAY & BRAND)
7	ELDR	EL DORADO BLDG 11420 EL DORADO AV & FOX
8	CAC	VETERANS CULTURAL ARTS CENTER 13000 SAYRE STREET (AT TOP OF HILL) SYLMAR

POT LUCK - SOCIAL

Futura Teachers Institute

- Date - June 10, 1991
- Place - Prof. Cantrell's Home
- Time - 5:00 - 8:00 p.m.
- RSVP: 818-365-8271 ext. 270

June's WORKSHOPS

NEWSLETTER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 COMPUTER EDUCATIONAL Mountain View School in Simi Valley meet at Voc. Arts room 7 at 2:45	8
9	10 REMINDER! Pot-Luck refer to previous flyer	11	12	13	14 BEHAVIOR MANAGMENT at CSUN in Engineering Building Auditorium Eng. 100 5:00 to 8:00	15
6	17 FAST TRACK CREDENTIAL Discussion on Teacher Preparation meet at Voc. Arts. room 7 3:30 to 5:30	18	19 WRITTING WORKSHOP Writting Across Curriculums meet at Voc. Arts room 7 3:00 to 6:00	20	21	22
3	24	25	26	27	28	29
0						

The June 7th workshop needs to meet at the Vocational Arts Building room 7 at 2:45 because the bus will be waiting to take students to Simi Valley. The workshop is scheduled for 3:30 to 6:00. The bus will arrive back at the Voc. Arts. at 6:30. The address for Mountain View School is 2925 Fletcher, Simi Valley.

NOTE:

Please RSVP: at (818) 365-8271 ext. 270

THE WRITING PROCESS

Louis Carrillo and Trisha Brandon

- Date - Wednesday
  June 19, 1991

- Place - 1437 San Fernando Road
  LAMC Vocational Arts - Room 7
  San Fernando, CA 91340

- Time - 3:00 - 6:00 p.m.

- RSVP: 818-365-8271 ext. 270

FAST TRACK-CREDENTIALS

Dr. Christine Smith - CSUN

- Date - June 17, 1991
- Place - 1437 San Fernando Road
  LAMC Vocational Arts - Room 7
  San Fernando, CA 91340
- Time - 3:30 - 5:00 p.m.
- RSVP: 818-365-8271 ext. 270

Los Angeles Mission College

One of the ten Los Angeles Community Colleges

INTER-OFFICE CORRESPONDENCE

Date: June 11, 1991

To: Participants

From: Future Teachers Institute

Subject: WORKSHOP ANNOUNCEMENTS

Come and join us for the last two Future Teachers Institute Workshops for this semester. See enclosed flier for dates and locations.

FAST TRACK CREDENTIALS

Dr. Christine Smith from California State University Northridge will present information regarding the types of teaching credentials that are available. She will also give you information on the Comprehensive Teacher Institute which is a program that could shorten the number of years it takes to get a credential.

THE WRITING PROCESS

Louis Carrillo and Trishia Brandon will offer an exciting workshop explaining the writing process. Learn how students improve their writing by using techniques like brainstorming, clustering, peer editing, revising and writing for an audience.

CANCELED WORKSHOP

The workshop, "Behavior Management," at CSUN on Friday, June 14, has been canceled; but, the Bilingual Professional Expressway Project is offering a workshop that very same day, June 14, at 1241 San Fernando Rd., San Fernando, CA 91340, in the Multi-Purpose Room. The workshop is titled The Multicultural Classroom in the American School, it will be from 1:00 p.m. to 4:00 p.m.

GDB/ao

june.wor

Mission College
Future Teachers Institute
Required Workshop
CALENDAR

Topic	Date	Hour	Day
1. Functions of the principal in the American School.	4-19-91	1-4 p.m.	Friday
2. Functions of the Teacher in the American School.	5-10-91	1-4 p.m.	Friday
3. Classroom Management and Discipline.	5-17-91	1-4 p.m.	Friday
4. Administration of American Schools Attendance.	6-07-91	1-4 p.m.	Friday
5. The Multicultural Classroom in the American School.	6-14-91	1-4 p.m.	Friday

* Future Teachers Institute Proposed Workshops

Future Teachers Institute
Proposed Workshops

CBEST Preparation

Test Taking Strategies
(Stress Management)

Thematic Approach/Curriculum

Discipline

Curriculum trends

NTE - Preparation

For Teachers
Working with a Teacher Assistant

Math Techniques

APPENDIX "H"

DOCUMENTS

Los Angeles Unified School District
Bilingual Differential and Testing
Degree/Non Degree Track
District Intern Program
Job Descriptions
Teacher Salary Schedule

California State University Northridge
Child Development - CSULA
Child Development - CSUN
Credential Programs
Multiple Subjects Waiver Program
Single Subjects Waiver Program

Standars of Quality - Waiver Program
Testing - National Teacher Exam - Passing Rate

LOS ANGELES UNIFIED DOCUMENTS

BILINGUAL DIFFERENTIAL/TESTING

ABOUT THE DIFFERENTIAL

As a result of the recently negotiated agreement between the Los Angeles Unified School District and Local 99, Teacher Assistants whose assignments require them to regularly communicate in a language in addition to English, may qualify to recieve a differential. To qualify for this basic bilingual proficiency differential, Teacher Assistants must:

-pass the basic bilingual proficiency test which is administered by the Classified Personal Selection Branch

-have written certification from their Region Superintendent the the second language is needed to perform the duties of the job.

SPANISH PROFICIENCY TEST

The Basic Spanish BilingualProficiency Examination Consists of a multiple choice written test and an oral interview. Successful completion of both parts of this examination is the first step required of Teacher Assistants to qualify for the differential.

The Basic Spanish Bilingual Proficiency Written Test will be administered during the week April 9 thriogh April 12,1991 (Spring recess). This schedule will provide all interested candidates with the opportunity to participate while minimizing any disruption to school operations. This test will be administered at:

TEST SITE	AREA
Stevenson Jr. High School	East
Patrick Henry Jr. High School	Valley
Hamilton Sr. High School	West
Gardena Sr. High School	South

To regester to take the Basic Spanish Bilingual Written Test, candidates should call Ms. Berlitz at (213) 742-7753 or any of the area offices listed on the othe side during working hours prior to Friday, March 22, 1991.

To obtain an appointment, Teacher Assistants should be prepared to state testing site preference and their social security number.

Results of the first test part will be proviede by Personnel Selection Branch staff at the test site, Successful candidates will then be given appointments for the Oral Interview. The interviews are tentively scheduled to begin on April 15,1991.

OTHER LANGUAGE PROFICIENCY TESTS

Teacher Assistants interested in registering for the Basic Bilingual Proficiency Examination for languages other than Spanish should call Robyn Wachtel at (213) 765-3341 by March 22, 1991.

SIGN LANGUAGE PROFICIENCY TESTS

Teacher Assistants who routinely use Sign Language in the Course of their work should call Sheryl Carter Negash (213) 765-3333 by March 22, 1991 to register for the Level I or II examination.

-SEE NEXT PAGE-

TEACHER ASSISTANTS'

BILINGUAL DIFFERENTIAL TESTING

(CONTINUED)

REPEAT TEST RULE

Candidates who are unsuccesful on either the written test or the oral test of the Basic Bilingual Proficiency examination may repeat the test part in which they were unsucessful after a four (4) month interval.

"A" LEVEL BILINGUAL PROFICIENCY TESTING

Some degree track Teacher Assistants may also be eligible to receive a larger differential for speaking, reading and writing the second language at a higher level of fluency. For purposes of this program, this is referred to as "A" level bilingual proficiency.

"A" level bilingual proficiency testing for all languages other than Signing will be administered by the certificated Personnel Division. To qualify for the "A" level testing, Degree Track Teacher Assistants must have passed the basic language proficiency test. Specific information about "A" level bilingual proficiency testing for qualified Teacher Assistants will be provided by the Personnel Division at a later date.

ADDITIONAL INFORMATION

For specific information concerning the Agreement with the School District, Teacher Assistants are advised to consult their bargaining unit representative.

EAST
2114 Marengo St.
Los Angeles 90033
(213) 625-4147

WEST
11376 W. Graham Pl.
Los Angeles 90064
(213) 478-2051

SOUTH
1206 Magnolia Ave.
Gardena 90247
(213) 515-3143

SO. CENTRAL
944 West 77th St.
Los Angeles 90044
(213) 753-3321

VALLEY
6505 Zelzan Ave.
Bungalow AA-1245
Reseda, Ca 91335
(818) 997-2533

Degree Track/Non Degree Track

ARTICLE VIII

DEGREE TRACK/NON-DEGREE TRACK

	Degree Track	Non-Degree Track
Composition	.All current TAs who satisfy annual 12 unit requirement .All TAs hired on or after January 28, 1991	.Only TAs actively employed both as of and prior to January 28, 1991, including TAs on a documented temporary absence (see Article XIII, Section 18.0) who do not (choose to) satisfy the annual 12 unit requirement
College Requirement (Condition of Continued Employment)	.12 units annually leading to a baccalaureate degree and teacher credential (exceptions for TAs who have completed requirements for BA and credential - See Article VIII, Section 2.1d)	.Enrollment and successful completion at all times during "traditional" school year, i.e., September - June (For TAs hired prior to Jan. 28, 1991, schools should continue their current practices regarding enforcement of the college requirement through June 30, 1991). (AT least one class – Not specified if 1 unit, 3 units. *Summer classes. do not count
Grace Period	.Once per career .TAs hired prior to January 28, 1991 will be removed from Degree Track if do not make-up units during this time; TAs hired on or after January 28 will be ineligible for continued TA employment.	.Once per career .Second failure to meet course requirement results in ineligibility for continued TA employment

Article VIII - Degree Track/Non-Degree Track

	Degree Track	Non-Degree Track
Paid Non-Work Days	.Accrual factor (.0445) yields annual equivalent of 8 days .Effective upon qualification for Degree-Track (current TAs) or upon hire (TAs hired after 1-28-91).	.Accrual factor (.0112) yields annual equivalent of 2 days .Effective 1-28-91 for all current TAs.
Bilingual Differential	.Eligible for classified speak, read and write ($.2875 per hour) or certificated A-level fluency ($.75 per hour).	.Eligible for classified speak, read and write only.
Salary	.$.10.20 per hour (1990-91) for all current employees, effective July 1, 1990 $8.00 per hour (1990-91) for all TAs hired on or after January 28, 1991. .1991-92 reopener negotiations if another employee group receives a general salary increase.	.$10.20 per hour (1990-91), effective July 1, 1990. .No 1991-92 reopener negotiations.
Additional Salary Step	.Effective July 1, 1991 through June 30, 1992, eligible for additional 5% if successfully complete 15 qualified units within a 12 month period.	.None
Experience Credit	.For TAs seeking employment as a teacher with the District (See Article VIII, Section 2.4)	.Not applicable

JL:pl

Article X

REDUCTION IN FORCE

* Note: Reduction in Force system to be used on and/or after July 1, 1991 is school-based, and based primarily on college units achieved rather than seniority.

Temporary interim procedure until accurate list of college units is compiled (approximately July 1, 1991).

Definition: When a TA position is to be eliminated entirely (as opposed to reduction in hours)

Seniority List

- Based on most recent date of hire from existing official records*

Reasons for Reduction in Force

- Loss of budgetary support
- Changes in Educational program
- Changes in services offered to students
- Changes in student population
- Returns from leaves of absence

Order of Layoff

- Possible termination of TAs with less than 1 year of seniority (Discretionary)
- TAs with less than 3 years of seniority - pick and choose until category exhausted
- TAs with less than 5 years of seniority - pick and choose until category exhausted
- TAs with less than 10 years of seniority - pick and choose until category exhausted

Exemptions

- TAs with 90+ units toward degree**
- TAs with special skills, qualifications
  Examples: bilingual, computer, music, library

Written Notice

- School must provide a written notice to TA at least 10 working days prior to effective date of layoff

Recall Rights

- TAs with less than one year of service who were terminated (as opposed to laid off) have no recall rights
- Inverse order of layoff for return***
- Right to return to the school within 12 months of layoff

---

*Education Aide service can be given credit if it occurred immediately prior to date of hire as TA

**Must be based on information provided by TAs at the local site

***Local school should develop and maintain recall list

March 8, 1991 (OSR)

Article IX

HOURS AND OVERTIME

REDUCTION IN TA HOURS

1. Factors for Consideration
   - Program needs
   - Budget constraints
   - District policy encouraging degree track personnel retention/advancement
   - Seniority of employees
   - Special skills, qualifications
   - Individual TA needs

2. Written Notice
   - Five days prior to meeting with TAs, post and available for TAs to obtain copy of notice - or distribute
   - Two copies of notice of TA meeting to Job Steward
   - Copy of seniority list and budget information to Job Steward, if requested. (Charge Union for copies of budget information at regular District rate.

3. TA Meeting
   - Hold meeting on TA worktime (off-track TAs and other TAs not on duty may voluntarily attend)
   - Local 99 representative may attend only with prior approval by Principal
   - Administrator (or designee) outlines tentative plans
   - Input from TAs; TAs may ask questions, raise objections, offer suggestions and make recommendations

4. Meet with Local 99 Representative (if request is timely)

5. Announce Final Decision

6. Grievance - TA may grieve procedures, not the decision

7. Limited Preference for Additional Hours
   - For one year from reduction -- also, if reduced between January 1, 1990 and date of adoption (February 19, 1991) - preference for one year from date of adoption of Agreement
   - If qualified and available, and if remaining at site
   - If not in conflict with present assignment

BEST COPY AVAILABLE

March 8, 1991 (OSR)
UF3:RIF

ARTICLE XI - EVALUATION AND DISCIPLINE

U-NOTICE-GRIEVANCE/APPEAL RIGHTS

	"No-action" U-Notice	U-Notice with Suspension/Termination
Employee with less than 1 yr. service	(3.1) conference w/admin. (4.0) may grieve procedure only (15 days to file).	(3.1) conference w/admin. (4.0) may grieve procedures only (15 days to file) No Personnel Commission hearing
Employee with 1+ years of service	(3.1) conference w/admin. (4.0) may grieve procedures or content (15 days to file).	(3.1) conference w/admin. (3.2) Personnel Commission hearing (14 calendar days to request). (4.0) may grieve procedures (15 days to file) or address in Personnel Commission hearing.

NOTES:

1. Employee entitled to union representation, upon request, at any of above meetings.
2. Grievance procedure includes final and binding arbitration.

District Intern Program

District Intern Program

Elementary
Grades K-6
Or
Elementary Bilingual (Spanish/English)
Grades K-6

Professional Development Plan

If you qualify and are selected for the elementary or elementary bilingual District Intern Program, you will be hired as an elementary school teacher. You will be placed in a paid assignment in a classroom to teach in grades kindergarten through six. While teaching, you will be assigned a mentor teacher to assist and guide you during the two- or three-year intern program. Also, other members of the school staff will be available to support you.

Training for the District Intern Program begins with a 120-hour orientation before you enter the classroom and continues with an afternoon class once a week. The training you receive is a two- or three-year program conducted by the District's Professional Development Branch and is tuition free. The classes that comprise the Professional Development Plan are designed to provide skills, knowledge and awareness in the teaching/learning process and in planning the instructional program. Practical application is stressed.

Elementary bilingual district interns seeking a Bilingual/Cross Cultural Specialist Credential in addition to the Multiple Subjects Credential will complete a three-year specialized Professional Development Plan focusing on the needs of the limited English learner. Instruction in the culture and bilingual methodology will be required during the first year of the Professional Development Plan.

Once you have successfully completed the District Intern Program requirements, you will be recommended for a California Professional Clear Multiple Subjects Credential. This credential is granted by the Commission on Teacher Credentialing and is accepted throughout California.

Requirements

Education

To qualify for the elementary and elementary bilingual District Intern Program, you must verify that you meet the minimum education requirements:

- A baccalaureate degree from an accredited college/university
- An academic major or minor (minimum of 20 semester/30 quarter units in an academic area) or a diversified/liberal arts* degree (grades of "C" or better required)

**A diversified or liberal arts program is any program that has been approved by the Commission on the basis of standards adopted by the Commission. An approved program shall consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education and human development. All course work used to meet such requirements must be from academic schools/departments of the institution(s). Credit for course work taken from the school/department of education will be evaluated on an individual basis.*

- College-level course work in eight of ten categories

A complete listing of required course work completed must be submitted. A form for this is included in the application materials (Form 2021). Also submit copies of all university transcripts. **

** *Note: One set of official transcripts (with seal imprint) from all colleges and universities will provide final verification of the baccalaureate degree and required course work. Official transcripts, however, are not required until the applicant has accepted employment with the District.*

Examinations

An applicant to the **elementary District Intern Program** must provide verification that s/he has passed the California Basic Educational Skills Test (CBEST) and the National Teacher Examination (NTE) Core Battery–General Knowledge Test.

- **California Basic Educational Skills Test (CBEST)**
  To apply for the initial issuance of any credential, certificate or permit, including the issuance of the District Intern Certificate, you must demonstrate proficiency in reading, writing and mathematics skills by passing the test developed for this purpose (CBEST). You may apply for the District Intern Program, but cannot be approved or accept employment with the District until the CBEST Verification of Passage is provided.

- **NTE Core Battery–General Knowledge Test**
  You may apply for the District Intern Program, but cannot be approved as a District Intern until verification of passage of the NTE Core Battery--General Knowledge Test is provided.

SUBJECT	NTE CORE BATTERY	REQUIRED PASSING SCORE
Multiple Subjects	General Knowledge Test	660

Note: *Previous scores on the NTE are valid but must have been passed within the last five years from the date of employment approval.*

An applicant to the **elementary** bilingual District Intern Program must provide verification of passage of the CBEST, the NTE Core Battery – General Knowledge Test, and the Oral Language Section of the Bilingual Certificate of Competence Assessment.

- **Bilingual Certificate of Competence Assessment–Oral Language Component**
  To be approved for the elementary bilingual District Intern Program, applicants must pass the oral language section of the Bilingual Certificate of Competence Assessment. (213) 229 - 5863

Secondary
Or
Secondary Bilingual (Spanish/English)
Grades 7 - 12

Life/Biological Sciences
Physical Sciences
Mathematics
English

Professional Development Plan

If you qualify and are selected for the secondary or secondary bilingual District Intern Program, you will be hired as a junior or senior high school secondary teacher. You will be placed in a paid assignment in the classroom to teach mathematics, life science, physical science, or English. While teaching, you will be assigned a mentor teacher to assist and guide you during the two-or three-year intern program. Also, other members of the school staff will be available to support you.

Training for the District Intern Program begins with a 120-hour orientation before you enter the classroom and continues with an afternoon class once a week. The training you receive is a two- or three-year program conducted by the District's Professional Development Branch and is tuition free. The classes that comprise the Professional Development Plan are designed to provide skills, knowledge and awareness in the teaching/learning process and in planning the instructional program. Practical application is stressed.

Secondary bilingual district interns seeking a Bilingual/Cross Cultural Specialist Credential in addition to the Single Subject Credential will complete a three-year specialized Professional Development Plan focusing on the needs of the limited English learner. Instruction in the culture and bilingual methodology will be required during the first year of the Professional Development Plan.

Once you have successfully completed the District Intern Program requirements, you will be recommended for a California Professional Clear Single Subject Credential. This credential is granted by the Commission on Teacher Credentialing and is accepted throughout California.

Requirements

Education

To qualify for the secondary and secondary bilingual District Intern Program, you must verify that you meet the minimum education requirements:

- A baccalaureate degree from an accredited college/university
- A minimum of twenty (20) semester hours (30 quarter hours' of college-level course work from the department of the subject field of application with a grade of "C" or better. A major in the subject field is preferred.

A complete listing of course work completed in the subject field of application must be submitted. A form for this is included in the application materials (Form 2926). Also submit copies of all university transcripts.*

**Note: One set of official transcripts (with seal [illegible]) from all colleges and universities will provide final verification of the baccalaureate degree and required course work. Official transcripts, however, are not required until the applicant has accepted employment with the District.*

Examinations

An applicant to the secondary District Intern Program must provide verification that s/he has passed the California Basic Educational Skills Test (CBEST), the National Teacher Examination (NTE) Specialty Area Test in the subject field of application, and (for English applicants only) the College-Level Examination Program(CLEP): English Composition with Essay Test.

- **California Basic Educational Skills Test (CBEST)**
  To apply for the initial issuance of any credential, certificate or permit, including the issuance of the District Intern Certificate, you must demonstrate proficiency in reading, writing and mathematics skills by passing the test developed for this purpose (CBEST). You may apply for the District Intern Program, but cannot be approved or accept employment with the District until the CBEST Verification of Passage is provided.

- **NTE Specialty Area Test and CLEP English Composition with Essay Test**
  You may apply for the District Intern Program, but cannot be approved as a District Intern until verification of passage of the appropriate NTE Specialty Area Test and (for English applicants only) CLEP English Composition with Essay Test is provided.

SUBJECT	NTE SPECIALTY AREA TEST	REQUIRED PASSING SCORE	
		NTE	CLEP
Life/Biological Science	Biology and General Science (BGS)	680	
Physical Science	Chemistry, Physics and General Science (CPS)	630	
English	English Language and Literature (ELL)	620	680/570*
Mathematics	Mathematics (MAT)	630	

Note: Previous scores on the NTE and CLEP are eligible and valid but must have been passed within the last five years from the date of employment approval.

*Passing scores vary with test administration date. Refer to score report for appropriate pass point.

An applicant to the secondary bilingual District Intern Program must provide verification of the passage of the CBEST, the appropriate NTE Specialty Area Test, the CLEP (if applicable), and the Oral Language Section of the Bilingual Certificate of Competence Assessment.

- **Bilingual Certificate of Competence Assessment –Oral Language Component**
  To be approved for the secondary bilingual District Intern Program, applicants must pass the oral language section of the Bilingual Certificate of Competence Assessment.

Salaries and Benefits

Entry-level district interns earn excellent salaries by rating in on the regular teacher salary table--based upon experience, college units, and post graduate degree(s) beyond the baccalaureate degree. Bilingual district interns may be eligible for additional differentials and stipends.

You will receive the District's complete, comprehensive benefits package which covers you, your spouse and eligible children, including the following:

- Hospital/Medical
- Dental
- Vision Care
- Life Insurance

The Selection Process

Applicants to the elementary, secondary, and elementary and secondary bilingual District Intern Program must complete application materials and submit them to:

Los Angeles Unified School District
Certificated Recruitment and Selection Office
450 N. Grand Avenue, Room C-102
Los Angeles, CA 90012

Qualified candidates will be interviewed. Successful applicants will be referred to school district representatives who will select the most qualified applicants exhibiting the skills, knowledge and awareness that are indicators of future success as a classroom teacher. Once application materials have been received, the applicant will receive information regarding interview dates, times and locations--or, you may apply in person. Call for information regarding our Recruitment Center season--when no appointment is necessary. Applicants are seen on a first-come, first-served basis.

(213) 625-5300, or call toll-free (800) 832-2452

Los Angeles Unified School District

An Equal Opportunity Employer

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION - CERTIFICATED RECRUITMENT & SELECTION SECTION

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

The California Basic Educational Skills Test (CBEST) requirements are set forth in Assembly Bill 283 of 1982 and California Education Code Sections 44252 and 44830. These statutes require the CBEST for two general purposes: (1) to qualify for issuance of a California credential and, (2) as a prerequisite to employment.

> **NOTE: Once a passing score on the CBEST has been achieved, persons will not, under current law, be required to repeat the examination for the issuance of a credential or for employment.**

INFORMATION FOR THOSE WHO HAVE NOT PASSED THE CBEST

I. REQUIREMENTS FOR THE INITIAL ISSUANCE OF A CREDENTIAL FOR THOSE WHO HAVE NOT PASSED THE CBEST

A. California Education Code Section 44242 provides that an individual applying for the initial issuance of any credential, certificate, or permit must demonstrate proficiency in reading, writing, and mathematics skills by passing the California Basic Educational Skills Test (CBEST) prior to the issuance of a credential.

B. An applicant from out-of-state who is eligible for a credential from another state and qualifies for a California credential may take the District-prepared Mini-CBEST. If successful, the State will issue a One Year Non-Renewable (OYNR) Credential. Prior to the expiration of the OYNR, the teacher must provide verification of having passed the CBEST.

Continued employment beyond the expiration date of the OYNR Credential is contingent upon passage of the CBEST.

II. REQUIREMENTS FOR EMPLOYMENT OF PERSONS WHO HOLD A REGULAR CALIFORNIA CREDENTIAL BUT WHO HAVE NOT PASSED THE CBEST.

A. A certificated applicant for employment or reemployment in the Los Angeles Unified School District is not required to take the CBEST if s/he holds a valid, applicable California credential and has been employed in a position requiring certification in a California public school within thirty-nine (39) months prior to the first day of employment on a permanent, temporary, or substitute basis with the Los Angeles Unified School District. Verification of this employment must be submitted on original District letterhead stationery at the time of application.

(Over)

LAUSPD Form 2356-24 8/90

B. A certificated applicant for employment or reemployment with the Los Angeles Unified School District who holds a valid, applicable California credential but who has not been employed in a position requiring certification in a California public school within thirty-nine (39) months prior to employment on a permanent, temporary, or substitute basis with the Los Angeles Unified School District, may be employed for one year pending passage of the CBEST.

Continued employment past the one-year date is contingent upon passage of the CBEST. These candidates must: (1) take and pass the District's Mini-CBEST prior to employment and, (2) not have taken and failed the CBEST prior to employment.

III. SUMMARY

A. If you do not hold a California credential, you must have passed the CBEST in order to obtain a credential.

B. If you are an applicant from out-of-state and do not hold a California credential but you were eligible for a credential from another state and you qualify for a regular California credential, you may take the District's Mini-CBEST. If successful, the State will issue an OYNR Credential, but you must ultimately pass the CBEST to continue employment beyond the expiration date of the OYNR Credential.

If you have passed the CBEST, you must provide the original copy of the CBEST results.

C. If you hold a regular California credential and have taught in a California public school within thirty-nine (39) months prior to the first day of employment with the LAUSD, you are not required to take the CBEST. However, you must submit official evidence of that employment in order for the CBEST requirement to be satisfied.

D. If you hold a regular California credential but have not taught in a California public school within thirty-nine (39) months prior to the first day of employment with the LAUSD , you may take the District's Mini-CBEST. If successful, you may be employed for one year, but must pass the CBEST within the year.

E. If you hold a regular California credential that has not been registered in Los Angeles County and you have been required to take the CBEST for employment, you must provide the original copy of the CBEST results.

SEE ATTACHMENT FOR SCHEDULE OF CBEST EXAMINATIONS.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

ATTACHMENT

1990-91

REGULAR ADMINISTRATIONS OF CBEST

FOR INFORMATION REGARDING FILING DATES, FEES, LOCATIONS, ETC., CONTACT:

CBEST Program
P.O. Box 23260
Oakland, CA 94623-2326
Telephone: (415) 654-1200

Test Date	Registration Deadline	Late Registration Deadline
October 6, 1990	September 10, 1990	September 14, 1990
December 8, 1990	November 12, 1990	November 16, 1990
February 9, 1991	January 14, 1991	January 18, 1991
April 6, 1991	March 11, 1991	March 15, 1991
June 8, 1991	May 13, 1991	May 17, 1991
August 3, 1991	July 8, 1991	July 12, 1991

* * *

1990-91

SPECIAL LAUSD ADMINISTRATIONS OF CBEST

FOR APPLICATION FORMS AND FILING INFORMATION, CONTACT:

Teacher Testing Service Office
450 No. Grand Avenue, Room C-102
Los Angeles, CA 90012
Telephone: (213) 625-5324
Monday through Friday, 8:00 a.m. - 5:00 p.m.

Test Date	Registration Deadline
March 23, 1991	March 13, 1991
May 18, 1991	May 8, 1991

* * *

CBEST PREPARATION WORKSHOPS

The Professional Development Branch of the Los Angeles Unified School District offers CBEST preparation classes. Each series of preparation classes is limited to the first 250 District employees or candidates for District employment.

For additional information regarding the dates of these workshops, please call (213) 645-7777.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION
CERTIFICATED RECRUITMENT AND SELECTION SECTION

DISTRICT INTERN PROGRAM

NATIONAL TEACHER EXAMINATION (NTE) TEST DATES, 1990-91

NTE Specialty Area tests in English Language and Literature, Mathematics, Chemistry, Physics and General Science, and Biology and General Science will be conducted on the dates regularly scheduled by the Educational Testing Service (ETS) listed below.

TEST DATE	REGULAR REGISTRATION DEADLINE DATE	LATE REGISTRATION DEADLINE DATE
November 10, 1990	October 3, 1990	October 10, 1990
March 23, 1991	February 13, 1991	February 20, 1991
July 13, 1991	June 5, 1991	June 12, 1991

The NTE Core Battery test, General Knowledge portion, will be administered on the dates listed below.

TEST DATE	REGULAR REGISTRATION DEADLINE DATE	LATE REGISTRATION DEADLINE DATE
October 27, 1990	September 19, 1990	September 26, 1990
March 2, 1991	January 23, 1991	January 30, 1991
June 22, 1991	May 15, 1991	May 22, 1991

For regularly scheduled NTE tests, candidates must apply directly to ETS prior to the regular registration deadline date. The anticipated score report dates are approximately 4-6 weeks following each examination. Information bulletins are available from the Teacher Testing Service Office in Room C-102, 450 N. Grand, Los Angeles, or may be obtained by calling ETS, Pasadena Field Office, at (818) 578-1971.

CLEP EXAMINATION DATES, 1990-91

The College Level Examination Program (CLEP) English Composition with Essay examination will be administered by LAUSD on the dates listed below:

TEST DATE	REGISTRATION DEADLINE DATE	ANTICIPATED SCORE REPORT
October 10, 1990	October 3, 1990	November 23, 1990
November 14, 1990	November 7, 1990	December 28, 1990
January 16, 1991	January 9, 1991	March 1, 1991
April 10, 1991	April 3, 1991	May 24, 1991
June 12, 1991	June 5, 1991	July 26, 1991

General Information
Registrations will be accepted in the Teacher Testing Service Office, Room C-102, 450 N. Grand Avenue, Los Angeles.

. **TEST SITE:** LAUSD, P-103 Exam Room
. **TEST TIME:** 5:00 p.m.
. **TEST FEE :** $48.00

Registration forms for the NTE and CLEP tests and all pertinent information may be obtained by calling (213) 625-5324.

LAUSPD Form 2925-10 9/90

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION - CERTIFICATED RECRUITMENT & SELECTION SECTION

INSTRUCTIONS FOR DISTRICT INTERN APPLICANTS

Applications for a full-time teaching position as a District Intern will be accepted only when there is a shortage of qualified, credentialed teachers. Applications for day-to-day substitute teaching on an emergency credential are accepted on a continuous basis. The filing of an application **DOES NOT GUARANTEE EMPLOYMENT.**

ELEMENTARY (K-6) REQUIREMENTS

- A baccalaureate degree from an accredited college/university approved by the California Commission on Teacher Credentialing.
- Passage of the California Basic Educational Skills Test (CBEST).
- Meet college course work requirements. (Refer to Form 2020)
- Passing score on the General Knowledge portion of the NTE Core Battery Examination (Passing Score = 660). NTE scores are valid for five years from the date of employment.
- For Bilingual Spanish/English Applicants: Passing score on the Oral Language Component of the Bilingual Certificate of Competency Examination (BCC).

SECONDARY (GR. 7-12) REQUIREMENTS

- A baccalaureate degree from an accredited college/university approved by the California Commission on Teacher Credentialing.
- Passage of the California Basic Educational Skills Test (CBEST).
- A major/minor in either English, mathematics, the life/biological sciences, or the physical sciences (minimum of 20 semester units/30 quarter units in the subject field, with a grade of "C" or better). (Refer to Form 2926)
- Passing score on the NTE Specialty Area Test in the appropriate subject field:

English Language and Literature (ELL)	620
Mathematics (MAT)	630
Biology and General Science (BGS)	680
Chemistry, Physics and General Science (CPS)	630

NOTE: NTE scores are valid for 5 years from the date of employment.

- For English Applicants Only: Passing score on the CLEP English Composition with Essay Test (Passing Score = 570) is also required.
- For Bilingual Spanish/English Applicants: Passing score on the Oral Language Component of the Bilingual Certificate of Competency Examination (BCC).

(**OVER**)

INSTRUCTIONS FOR DISTRICT INTERN APPLICANTS

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COMPLETEI

APPLICATION PROCEDURE AND CHECKLIST

1. Complete front and back of application; sign and date. ___

2. Submit form listing appropriate college course work. ___

3. Submit one original letter of reference on letterhead stationery from current or last employer. ___

4. Obtain and submit two copies of official transcripts from all colleges/universities attended. When requested, transcripts must be presented to the Credentialing Office for processing the credential, and to the Salary Allocation Office for determining salary for District Intern full-time teaching. ___

5. Obtain verification of having passed the required examinations (i.e., CBEST, NTE, CLEP, BCC). NOTE: You may submit your application and be interviewed without verification of having passed the required examinations. However, the employment procedure cannot be completed until an original verification transcript is provided indicating passage of the required examinations. ___

6. Submit, in person, documentation to establish both your identity and employment authorization. For example, you may be asked to present your driver license and Social Security card. ___

7. Schedule an interview in the Certificated Recruitment & Selection Office, 450 North Grand Avenue, Room C-102, Los Angeles. Appointments may be scheduled by calling (213) 625-6565. ___

8. Mail or bring Items 1-6 to your scheduled interview.

MAILING ADDRESS:

Los Angeles Unified School District
Certificated Recruitment & Selection - Y
450 N. Grand Avenue
P.O. Box 3307
Los Angeles, CA 90051

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION - CERTIFICATED RECRUITMENT AND SELECTION SECTION

COURSEWORK COMPLETED TO QUALIFY FOR
DISTRICT INTERN PROGRAM - ELEMENTARY (GR. K-6)

Name
____ SS # ___-___-____
Last First M.I.

DEGREE ________________ DATE GRANTED ________________

COLLEGE/UNIVERSITY ____________________________ MAJOR ________________

Coursework Requirements:

1. Ten (10) semester hours (15 quarter units) of coursework in each of three (3) subject areas listed below.
2. A combined total of ten (10) semester hours or fifteen (15) quarter hours of coursework in two (2) additional areas.
3. A minimum of one (1) course in three (3) of the five (5) remaining areas.
4. All qualifying coursework must have a grade of "C" or better, and an overall GPA of 2.6 must be reflected in all college/university coursework listed.
5. Each course may be listed only once.

Conversion Formula: 1 Quarter Unit = 2/3 Semester Unit

1. LANGUAGE STUDIES (Literature, Composition, Foreign Language, Language Acquisition, Speech)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ______ ______
Meets Requirement for B ____

2. LITERATURE (In any language)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ______ ______
Meets Requirement for B ____

LAUSPD Form 2020-7 2/91

3. HISTORY (Any course with "History" in the title may be credited.)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ________ ________

Meets Requirement for B ______

4. SOCIAL SCIENCES (History, Government, Geography, Economics, Political Science, Psychology, Sociology, Anthropology)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ________ ________

Meets Requirement for B ______

5.*MATHEMATICS

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

*Note: One (1) Statistics course from any department may be credited.

TOTAL: ________ ________

Meets Requirement for B ______

6. SCIENCES (Life, Biological, Earth, Space, Physical Geography, Physical Sciences, Kinesiology, Exercise Physiology)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ________ ________

Meets Requirement for B _____

7. HUMANITIES (Art, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Music, Philosophy, Foreign Languages)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ________ ________

Meets Requirement for B _____

8. VISUAL/PERFORMING ARTS (Aesthetics, Art, Criticism, Dance, Drama, Music, Production)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grade

TOTAL: ________ ________

Meets Requirement for B _____

9. **PHYSICAL EDUCATION** (Physical Fitness and/or Movement Skills, Recreation, Sports, Dance)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grad

TOTAL: ________ ________

Meets Requirement for B ______

10. **HUMAN DEVELOPMENT** (Includes Intellectual, Social, Physical, Emotional and/or Moral Development during childhood and adolescence)

College/University	Dept.	Course No.	Course Title	Semester Units	Quarter Units	Grad

TOTAL: ________ ________

Meets Requirement for B ______

"I hereby certify that I have completed this form accurately to the best of my knowledge. I understand that incomplete or false statements may disqualify me from employment with the Los Angeles Unified School District. Furthermore, I understand that final verification of the information contained on this form (one set of official transcripts from all colleges and universities) must be provided prior to employment with the District."

SIGNATURE ____________________________ DATE ____________________

VERIFIED BY ____________________________ DATE ____________________
ADVISOR

* * * * * * * * * * * * * * * * * * (For Office Use Only) * * * * * * * * * * * * * * * * * *

NTE ____________________ __________ __________ __________
Exam Score Exam Date Verified By

* *

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION - CERTIFICATED RECRUITMENT AND SELECTION SECTION

COURSEWORK COMPLETED TO QUALIFY FOR
DISTRICT INTERN PROGRAM - SECONDARY (GR. 7-12)

NAME ______________________________ SS # ___-__-____
Last First M.I.

UBJECT AREA OF APPLICATION ______________________

EGREE ______________ DATE GRANTED ______________

OLLEGE/UNIVERSITY ______________________ MAJOR ______________

Coursework Requirements:

1. A minimum of 20 semester units (30 quarter units) of coursework, with a grade of "C" or better, in the subject of application (English, mathematics, life/biological sciences or physical sciences).
2. An overall GPA of 2.6 must be reflected in all college/university coursework listed.
3. For English applicants, a major or minor in English is required.

Conversion Formula: 1 Quarter Unit = 2/3 Semester Unit

College/University	Dept.	Course #	Course Title	Upper/Lower Div. (Check One)	Semester Units	Quarter Units	Grade
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			

(OVER)

AUSPD Form 2926-4 2/91

COURSEWORK COMPLETED TO QUALIFY FOR
DISTRICT INTERN PROGRAM - SECONDARY (GR. 7-12)

(continue

College/University	Dept.	Course #	Course Title	Upper/Lower Div. (Check One)	Semester Units	Quarter Units	Grad
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				Upper___Lower___			
				TOTAL:	________	________	

"I hereby certify that I have completed this form accurately to the best of my knowledge. I understand that incomplete or false statements may disqualify me from employment with the Los Angeles Unified School District. Furthermore, I understand that final verification of the information contained on this form (one set of official transcripts from all colleges and universities) must be provided prior to employment with the District."

SIGNATURE ______________________________ DATE ________________

VERIFIED BY ______________________________ DATE ________________
ADVISOR

* * * * * * * * * * * * * * * * * * (For Office Use Only) * * * * * * * * * * * * * * * * * *

NTE ______________________ ____________ ____________ ____________
Exam Score Exam Date Verified By

* *

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION
FAIR EMPLOYMENT RESEARCH INFORMATION SHEET

Effective August 30, 1974, legislation was enacted (Government Code Section 1233, State of California) that allows Public agencies to solicit from applicants for employment a voluntary declaration of their ethnic identification, provided that this information shall be used by the agency for research and statistical purposes only. Not withstanding the provisions of this section of the government code, it shall be unlawful for purposes of any appointment, hiring, or promotion to use this information to discriminate against a prospective or incumbent employee or to give preference to a person identified as a member of an ethnic, racial, or religious group upon the basis of such membership or identification.

Please complete this form and return it with your application. Safeguards have been set up to ensure that this information will be used for research only. It will not be used in any way that will affect your employment.

Information above the double line must be provided. Information below the double line, while necessary in evaluating the fairness of our tests, is voluntary.

9/86 LAUSD Form No. 325-4

NAME ______________________________
LAST FIRST MIDDLE

SOCIAL SECURITY NUMBER

○0	○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9	○9	○9	○9

TODAY'S DATE

MO.		DAY		YR.	
○0	○0	○0	○0		○0
○1	○1	○1	○1		○1
	○2	○2	○2		○2
	○3	○3	○3		○3
	○4		○4		○4
	○5		○5		○5
	○6		○6		○6
	○7		○7		○7
	○8		○8	○8	○8
	○9		○9	○9	○9

TEACHING FIELD APPLIED FOR

○ Elementary
○ Special Ed
○ Secondary

○ Bilingual
○ Regular

LAUSD Employees

EMPLOYEE

○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9

ETHNICITY OR RACE

○ American Indian or Alaskan Native
○ Asian
○ Black
○ Filipino
○ Hispanic
○ Pacific Islander
○ White

SEX

○ Male
○ Female

HANDICAPPED

○ Yes
○ No

BIRTHDATE

MONTH	DAY		YEAR	
○ JAN				
○ FEB				
○ MAR	○0	○0	○0	○0
○ APR	○1	○1	○1	○1
○ MAY	○2	○2	○2	○2
○ JUN	○3	○3	○3	○3
○ JUL		○4	○4	○4
○ AUG		○5	○5	○5
○ SEP		○6	○6	○6
○ OCT		○7	○7	○7
○ NOV		○8	○8	○8
○ DEC		○9	○9	○9

How did you hear about employment opportunities with the Los Angeles Unified School Dist.?

○ Classified Advertisement in a Daily Newspap
○ Advertisement in a Campus Newspaper
○ Newspaper/Magazine Article
○ Television/Radio Broadcast
○ College/University Adviser
○ LAUSD Recruiter/Personnel Advisor
○ Job listing Agency
○ A Friend or Family Member
○ Employee of the District

Use a NO. 2 pencil only. Make heavy black marks that fill the circle completely.

DEFINITION OF DESIGNATIONS OF ETHNIC GROUPS

Ethnic/Racial designations as used by the Equal Employment Opportunity Commission do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which s/he appears to belong, identifies with, or is regarded in the community as belonging. However, no person is to be counted in more than one ethnic/racial group.

AMERICAN INDIAN OR ALASKAN NATIVE

A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

ASIAN

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, e.g., China, India, Japan, and Korea.

BLACK (Not of Hispanic Origin)

A non-Hispanic person having origins in any of the black racial groups of Africa.

FILIPINO

A person having origins in any of the original people of the Philippine Islands.

HISPANIC

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin--regardless of race.

PACIFIC ISLANDER

A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian Islands. Do not include the Phillippine Islands.

WHITE

A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Portugal, Egypt, and Iran.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION - CERTIFICATED RECRUITMENT & SELECTION SECTION
APPLICATION FOR DISTRICT INTERN PROGRAM

_____ - ___ - _____
Social Security #
(Identification Only)

Teaching field for which application is filed ______________________
Subject Field

1. Print Name (Capitals) ______________________
Last Name First Name Middle Name

2. Address ______________________
Number and Street City or Town State Zip Code

3. Telephone Number (Area Code _____) ______________

4. Former name(s) by which records may be identified ______________________

5. Are you a U. S. citizen? YES ___ NO ___

6. Have you served in the U. S. Armed Services? YES ___ NO ___ (See Section 4, reverse side.)

7. Have you ever taken an examination or filed an application for certificated employment in the Los Angeles Unified School District? YES ___ NO ___

8. If you hold a teaching credential, indicate state, type and subject fields covered:
____

9. Give full and accurate data regarding your college and university education.

College or University	City or Town	State	Major	Degree	Dates (Years)	
					From	To

10. Give full and accurate data regarding work with school-age children or in practice teaching.

Name of School or Organization	Location (Complete Address Is Essential)	Name of Supervisor	Duties	Age Level	Dates (Years)	
					From	To

11. List your last three years of PAID EMPLOYMENT if other than above. (most recent experience first)

Name of Employer	Location (Complete Address Is Essential)	Name of Supervisor	Duties	Dates (Month and Year)	
				From	To

Enter name of placement office where references are on file ______________________

13. Are you now under contract with another school district? YES ___ NO ___

14. THIS APPLICATION MUST BE SIGNED ON THE REVERSE SIDE.

Sub Approval ______________ Subject ______________ Initials _____

CBEST Exam Passed ____ CBEST Prior Service ____ CBEST Pending ____ CBEST Required ____

NTE ______________ ________ ______
Test/Subject Date Score

CLEP ______________ ________ ______
Test/Subject Date Score

ELEMENTARY ________ ______
Date Score

SECONDARY ________ ______
Date Score

PD Form 2656-5 3/88

AGREEMENT TO EMPLOYMENT

1. A. CONVICTIONS: "I understand that if I have ever been (1) convicted or pled nolo contendere (no contest), or, (2) fined, or, (3) placed on probation for any violation of the law, either a misdemeanor or felony, regardless of any subsequent court action of dismissal or expungement, I must attach a statement on Form 6087, giving a full explanation, includi dates, places, charges, and disposition of all cases. (Do not include traffic violatio involving faulty equipment, parking, hand signals, or speeding.)
   B. PENDING COURT CASES: "In addition to convictions, I must also list any pending criminal court cases on Form 6087."

   "I request a copy of Form 6087." Yes ___ No ___

   Verified by: Date:

2. FOR EVALUATIONS THAT DENOTE LESS-THAN-SATISFACTORY SERVICE: "I understand that, if I have been issued an evaluation of any kind that denotes less-than-satisfactory service while employed with the Los Angeles Unified School District, or while serving in any school or school district, public or private, during the past five (5) years, including evaluations currently pending, I must attach a statement on Form 1088, Report of Evaluation of Less-Than-Satisfactory Service." This information will be considered in your evaluation for employment with the Los Angeles Unified School District.

   "I request a copy of Form 1088." Yes ___ No ___

   Verified by: Date:

   AN EVALUATION INDICATING LESS-THAN-SATISFACTORY SERVICE BY ITSELF DOES NOT NECESSARILY DISQUALIFY AN APPLICANT FROM EMPLOYMENT. HOWEVER, FAILURE TO ACCOUNT FOR ALL EVALUATIONS INDICATING LESS-THAN-SATISFACTORY SERVICE EITHER BY NOT REQUESTING FORM 1088 OR FAILING TO DECLARE ALL EVALUATIONS OF LESS-THAN-SATISFACTORY SERVICE ON FORM 1088 WILL RESULT IN DISQUALIFICATION OR DISMISSAL.

3. "I understand that, before I may be assigned to a District position, I must meet the health standards as required by the State of California. This includes a test for tuberculosis (chest X-ray or Mantoux skin test) pursuant to Education Code 49406 and certification from licensed physician that my health meets state standards, in accordance with Education Co Section 44839, to perform in the position for which I am applying. I further understand that this is at my own personal expense."

4. "I understand that Education Code Section 44838 requires that, if I have ever rendered military service, I must indicate such, and submit, as part of this application, a copy of the discharge or release from service."

   "I have served in the U.S. Armed Services." Yes ___ No ___

5. "I understand that, prior to employment, each new employee of the Los Angeles Unified School District must complete and sign the Oath of Allegiance required of all public employees by Section 3, Article XX, of the Constitution of the State of California."

6. "I understand that, in order to teach in the Los Angeles Unified School District, it is necessary to hold or to be eligible for a valid teaching credential issued by the Commission on Teacher Credentialing, Sacramento, California."

7. "I understand that, if I am employed, I must submit two official transcripts from each college/university attended, showing all coursework completed. These will be used for salary and credential purposes. If I already possess the California credential, only one official copy from each college/university is needed. I understand that these transcripts are to be sent to me and held until requested by the District."

8. "I understand that, if District selection requirements for my teaching position include a written examination or technical oral, I must take and pass a District-approved written examinati or technical oral before probationary status can be granted. Scores on the National Teach Examinations (NTE) are accepted in lieu of District examinations for certain subject fields."

"I hereby certify that I have completed this application accurately to the best of my knowledge and that I have read the statements above. I understand that incomplete or false statements may disqualify me from employment with the Los Angeles Unified School District."

Signature ______________________ Date ____________

MAILING ADDRESS: Los Angeles Unified School District
Personnel Division - Dept. "Y"
Certificated Recruitment & Selection Section
Post Office Box 3307
Los Angeles, CA 90051

Job Descriptions

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION
Unit B

	Class Codes
EDUCATION AIDE III	4581
EDUCATION AIDE III (RESTRICTED)	
EDUCATION AIDE III (FEMALE)	4594
EDUCATION AIDE III (FEMALE) (RESTRICTED)	
EDUCATION AIDE III (MALE)	4587
EDUCATION AIDE III (MALE) (RESTRICTED)	

DEFINITION

Assists a teacher or other certificated employee in conducting instructional activities, providing student services, controlling behavior, and communicating with parents, and performs related manual and clerical tasks.

TYPICAL DUTIES

Assists a teacher or other certificated employee by performing duties such as:

Reading to students, drilling them in subject matter presented by a teacher to maintain or improve learning skills, assisting students in library activities, correcting work papers and scoring tests, and supervising a group while the teacher is busy elsewhere in the classroom
Collecting and distributing materials, monitoring classes during tests, helping to set up or arrange furniture and audio-visual and other equipment, and storing or disposing of materials
Monitoring assigned areas on school grounds to assist in enforcing safety and disciplinary rules
Making home contacts or visits to review school or center programs with parents or community groups, to assist in establishing or maintaining favorable relationships, to resolve problems related to attendance or behavior, and to encourage parental involvement
Posting information on classroom records, filing materials, storing supplies, running errands, operating simple office equipment, and performing other miscellaneous duties
Preparing instructional, display, and work materials.

In addition to classroom duties, may perform such duties as:

Supervising or assisting in supervising students at bus loading and unloading zones, and on buses
Patroling rest rooms and locker rooms to monitor student behavior and prevent rules violations or unsafe activities.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Education Aide III works in a school under the immediate supervision of a teacher or other certificated employee. Assigned duties involve assisting in instructional reinforcement activities with students. An Education Aide III (Female) performs similar duties, except that she enters rest rooms and other facilities restricted to females in the course of her work. An Education Aide

III (Male) performs similar duties, except that he enters rest rooms and other facilities restricted to males in the course of his work. Employees in the (Restricted) classes are employed in accordance with Education Code Section 45105 or 45108.

An Education Aide III (Spanish Language) performs similar duties in a position that requires fluency in Spanish.

An Education Aide II performs a variety of routine manual tasks, assists in home-school communications, and performs simple, student-related clerical work, but does not assist in presenting educational material or reinforcing learning.

SUPERVISION

Immediate supervision is received from a certificated employee, usually a classro teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Safety rules and habits to be observed by students
Standards of courtesy and behavior expected of students
Correct English grammatical usage

Ability to:

Speak understandable English with a good vocabulary
Read English aloud and with ease
Write legibly on a chalkboard
Draw simple sketches
Enforce safety and disciplinary rules
Learn to operate equipment such as copy and duplicating machines

Physical Abilities:

Visual acuity to read a variety of printed materials
Auditory acuity as required to communicate effectively with others

ENTRANCE QUALIFICATIONS

Experience in working with children is desirable.

Special:

The field of competition for "restricted" classes is limited to persons who meet certain criteria, such as residence in a designated area (Education Code Section 45105). At the time of recruitment, the specific criteria will be indicated.

A valid California Driver License and the use of an automobile may be requir for some positions.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Bilingual-ESL Instruction

The Bilingual Paraprofessional

What are the purposes of bilingual paraprofessionals?

- To strengthen primary language instruction when the teacher is bilingual in full, modified, and oral primary language bilingual programs
- To provide primary language instruction when the teacher is monolingual in modified bilingual and oral primary language development programs
- To provide primary language instruction and support in English language development programs

What tasks do bilingual paraprofessionals perform?

- Reinforce skills for small groups of students
- Assist individual students with activities
- Assist the monolingual teacher with presentations in two languages
- Provide primary language instruction to students
- Assist with clerical tasks and record keeping
- Assist with classroom housekeeping chores
- Plan with the teacher
- Assist with home/school communications
- Supervise students when necessary

What makes a paraprofessional successful?

- Training to increase knowledge of curriculum and appropriate methods of instruction
- Planning time with the teacher to clearly communicate daily goals and objectives

TEACHER SALARY SCHEDULE

3.0a **Year-round Preparation (T and U) Salary Table**: Year-round employees allocated to the Preparat Salary Table shall be paid as follows:

Schedule Number (Req'd Points)*	Step 1	2	3	4	5	6	7	8	9	10
20 (Min)@	$2103.55 (27,346)	$2103.55 (27,346)	$2103.55 (27,346)	$2140.43 (27,826)	$2250.28 (29,254)	$2273.82 (29,560)	$2344.43 (30,478)	$2423.68 (31,508)	$2535.09 (32,956)	$2646.51 (34,405)
21 (Min + 14)	2103.55 (27,346)	2103.55 (27,346)	2122.38 (27,591)	2205.55 (28,672)	2291.86 (29,794)	2378.95 (30,926)	2468.40 (32,089)	2557.06 (33,242)	2644.94 (34,384)	2763.42 (35,924)
22 (Min + 28)	2103.55 (27,346)	2122.38 (27,591)	2209.48 (28,723)	2307.55 (29,998)	2400.92 (31,212)	2498.22 (32,477)	2592.37 (33,701)	2692.80 (35,006)	2787.74 (36,241)	2907.00 (37,791)
23 (Min + 42)	2122.38 (27,591)	2207.12 (28,693)	2307.55 (29 998)	2407.20 (31,294)	2514.69 (32,691)	2617.48 (34,027)	2721.05 (35,374)	2823.83 (36,710)	2926.62 (38,046)	3061.57 (39,800)
24 (Min + 56)	2207.12 (28,693)	2291.08 (29,784)	2400.92 (31,212)	2514.69 (32,691)	2622.18 (34,088)	2735.17 (35,557)	2847.37 (37,016)	2955.65 (38,423)	3069.42 (39,902)	3210.65 (41,738)
25 (Min + 70)	2284.02 (29,692)	2378.95 (30,926)	2500.57 (32,507)	2617.48 (34,027)	2735.17 (35,557)	2855.22 (37,118)	2973.69 (38,658)	3090.60 (40,178)	3209.86 (41,728)	3362.08 (43,707)
26 (Min + 84)	2375.03 (30,875)	2468.40 (32,089)	2593.15 (33,711)	2721.05 (35,374)	2848.94 (37,036)	2974.48 (38,668)	3099.23 (40,290)	3223.20 (41,902)	3350.31 (43,554)	3511.94 (45,655)
27 (Min + 98)	2444.08 (31,773)	2557.06 (33,242)	2692.80 (35,006)	2823.83 (36,710)	2956.43 (38,434)	3092.95 (40,208)	3223.20 (41,902)	3358.94 (43,666)	3491.54 (45,390)	3667.29 (47,675)

Maximum Rates With Differentials

WITH FIRST CAREER INCREMENT (after 5 years at maximum rate)

Maximum Rate with $145.15 Career Increment Differential	3,797.84	(49,562)
Maximum Rate with $145.15 Career Increment and $11.77 Master's Degree Differential	3,809.56	(49,715)
Maximum Rate with $145.15 Career Increment and $31.38 Doctor's Degree Differential	3,829.10	(49,970)

WITH SECOND CAREER INCREMENT (additional $11.77 per pay period after 5 years on the first career increment)

Maximum Rate with $156.92 Career Increment Differential	3,809.56	(49,715)
Maximum Rate with $156.92 Career Increment and $11.77 Master's Degree Differential	3,821.29	(49,868)
Maximum Rate with $156.92 Career Increment and $31.38 Doctor's Degree Differential	3,840.83	(50,12

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* A point is a semester unit (or 1.5 quarter units) as defined by the University of California, or its equivalent, as established by the Board of Education.

@ Minimum preparation requirements: Bachelor's degree or possession of certain vocational or industrial arts credentials.

Rates shown in parentheses are annual S, T, and U Bases salaries for year-round employees.

3.1 An employee with a master's degree and a doctor's or equivalent degree shall receive the $31.38 differential only.

3.2 The above rates, including degree differential and career increment(s), are for four-week pay period and full-time assignments.

3.3 In accordance with Section 44462 of the Education Code, a teacher whose services are authorized by a internship credential may be paid seven-eighths of the rate to which entitled rounded to the nearest dollar, unless training program in question requires the full rate.

3.4 Permanent, probationary (including conditional), temporary contract, teacher trainee, intern, and provisional employees shall be allocated to Schedules 20 through 27 inclusive.

3.5 Categorical Limited Contract teachers are paid on Schedule 20 only.

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CALIFORNIA STATE UNIVERSITY DOCUMENTS

CHILD DEVELOPMENT - CSULA

The Child Development major includes an Honors Program for superior students who would like to do intensive and thorough study of theory, research and current issues in the field of Child Development.

A minor in Child Development consisting of 30-31 units of interdisciplinary course work is available for students majoring in other fields who wish to add a child centered focus to their academic preparation or for returning students whose careers require additional knowledge about children.

The Master's Degree Program

Cal State L. A.'s interdisciplinary Child Development program includes a Master of Arts degree in Child Development. This course of study focuses on development of infants and toddlers, on the problems of children under stress, and on parent education. Students in this program have a broad choice of courses and faculty because the degree draws upon resources of the entire interdisciplinary program.

Each core course has its own field work component which allows students to apply the knowledge they are acquiring immediately. Program electives are chosen, in consultation with a graduate advisor, to meet specific professional goals. Students may choose to take a comprehensive examination, write a thesis, or complete a project to earn the M.A. degree.

Students completing the master's degree in Child Development may pursue their interests in both academic and applied settings. Graduates of this program have gained entrance to doctoral programs as well as established successful careers. They work in a variety of settings as child development specialists, consultants, directors of hospital children's programs, regional center evaluators, and parent educators, among others.

Careers in Child Development

Recent graduates of the interdisciplinary program in Child Development at California State University, Los Angeles work in the community in a variety of private and public settings. Our students have established careers in hospitals, day care facilities, public and private schools, the delivery of social services, as well as consulting with, designing, and administering child care services. Some work as children's advocates in the legal system. Many of our students work with teachers and parents as well as children to ensure the delivery of high quality child-related services. Some are involved in the development of play materials and equipment, curricular materials, children's literature, and music. Others have accepted the challenges of helping children cope in special settings or with the stresses created by family tensions, handicaps, or crime.

The program offers colloquia and guest lectures to illustrate the kinds of career opportunities currently available to the Child Development major, as well as current trends in employment. Special advisement is available to those in the program who wish to establish private, state-licensed child care services and those who wish to complete the requirements for a Children's Center Permit.

(3066) 8D8

California State University, Los Angeles

The Interdisciplinary Child Development Program

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he Interdisciplinary Child Development Program

The interdisciplinary major in Child Development at California State University, Los Angeles ffers an integrated course of study leading to a achelor of Arts degree in Child Development. The rogram also provides the opportunity for study at he graduate level, drawing upon the resources of departments in four different schools within the Univerity. The schools of Education, Health & Human ervices, Natural & Social Sciences, and Arts & etters contribute to the undergraduate and graduate egree programs in Child Development, providing tudents with a wide variety of educational, observaonal, and training opportunities.

tudents at both the undergraduate and graduate evels may participate in course work that involves irect contact with children and adolescents in day are settings, schools, recreational, hospital, and herapeutic settings. Students may also select courses ffered by departments throughout the University, ncluding Anthropology, English, Family Studies & onsumer Sciences, Communication Studies, Comunication Disorders, Psychology, Sociology, Physial Education and Recreation/Leisure Studies, heatre Arts and Dance, Health Science, Pan-African tudies, Chicano Studies, Music, Art, and several rograms within the School of Education.

he University

California State University, Los Angeles is a unique, urban campus that draws students from very walk of life. Students range in age from 16 to ver 70. Many have families and full-time jobs. They epresent perhaps the broadest range of racial and thnic backgrounds available on any American ampus. For the student of human development, the iversity of the setting, the student body, and the ourse of study present a unique opportunity to grow n understanding as well as knowledge.

The Program's Unique Features

Few state university campuses present a more cosmopolitan atmosphere than California State University, Los Angeles. In keeping with this setting, the Child Development program offers a range of faculty expertise, subject offerings, and hands-on experiences seldom matched at comparable campuses. Faculty members represent a large number of departments and an even larger number of theoretical perspectives. There are specialists available in every aspect of human development including the biological and physiological, the psychological and social, the philosophical, and aesthetic. Because faculty members are drawn from traditional departments, each brings a depth of expertise that can be obtained only under the auspices of an interdisciplinary program.

The program also offers a variety of opportunities for practicum experience in the school setting and the community, in recreational, hospital, and therapeutic settings. Opportunity for original research is available to the advanced student.

Courses are offered fall, winter, spring, and summer quarters. A complete selection of course offerings is available in the evening, a particularly attractive feature for students who work during the daytime hours.

For further information, please write to the Child Development Program, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032, or phone (213) 343-4590.

The Bachelor's Degree Program

The undergraduate Child Development program at Cal State L.A allows students to select one of two options. Option I is designed for the individual who plans to enter a career in child and family services that does not require a teaching credential. Option II prepares the student for the Multiple Subject credential leading to a career in teaching at the elementary school level as well as special education and early childhood programs.

A core program of lower and upper division work is required for both options. The courses in the core offer students the opportunity to learn basic child development theory and to observe and participate in children's environments. For Option I, students choose one of two areas of specialization. Specialization "A" prepares students for careers in preschool/day care settings including administration. Specialization "B" prepares students for careers in youth agencies working with older children.

Option II is a program designed for students interested in the Multiple Subject teaching credential program. It meets the Commission on Teacher Credentialing criteria for a diversified major and provides academic preparation for graduate study in the child-oriented professions. The option focuses on social and psychological development, child welfare, children's art and literature, and health. Students choosing this option also follow a directed course of general education requirements designed to enhance their educational background and pursue their interest in child development simultaneously. The professional education courses required for completion of the Multiple Subject credential can be taken as part of the bachelor's program or at a later time. Because Child Development is an approved diversified major, students who complete the professional education courses are exempt from the National Teacher's Examination.

BA PROGRAM

WHAT IT'S ALL ABOUT

The Child **Development Program at CSULA** is an interdisciplinary major which focuses on the growth and development of an individual from birth through adolescence. Changes occuring over time are considered in terms of the cognitive, affective, and psycho-motor areas. The influences of and interaction with family, peers, community, and various institutions is also examined.

WHAT IT'S LIKE AT CSULA

There are two options for Child Development Majors at CSULA. Option I is for persons interested in professional fields other than teaching. Option II is for persons who would like to go into teaching in early childhood. This is one of several approved diversified waiver programs for persons interested in working towards a Multiple Subjects Teaching Credential. The program draws courses from approximately twenty different departments. Many of the courses have been specifically designed for students majoring in Child Development. There are currently 1200 students majoring in Child Development; both men and women. The major also provides academic preparation for graduate work in a number of child related professions.

WHAT I CAN DO AFTER GRADUATION

A person with a background in Child Development would find opportunities open in many fields which require a Child Development Specialist. Some of these fields are:

- Teacher advisory centers
- Teaching in public schools
- Child life programs in hospitals
- Children's books and magazines
- Children's films and music
- Educational T.V.
- Teacher publications
- Curriculum development
- Leadership and administration in programs for children of all ages
- Community agencies
- Parent education
- Child advocacy at the local, State, National level
- Therapeutic nursery schools for children with emotional problems
- Research in the child development field
- Recreation programs
- Special education
- Infant centers
- Day care centers
- Children's toys and educational software
- Employer supported child care programs

Some fields require a special emphasis within the major coursework or additional coursework after the B.A.

CHDVAD/WW
2/90

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES CALIFORNIA 90032

Dear Prospective Student:

We are pleased to find you are interested in the Child Development Program at CSULA. We trust you will find our program attractive and well-suited to your future career goals.

Enclosed you will find a brochure describing our program in more detail. As you will see, the purpose of our program is twofold, to develop a strong understanding of children and families as well as provide the opportunity for you to acquire skills needed to work with them. You will learn how young children develop and grow, what factors affect that development, and how you, as a professional in the field, can help children reach their full potentials.

Our program includes two options. Option I is designed for the student who plans a career working with children and families as a teacher, director, or community organization professional. Option II is designed to coordinate with the Elementary Education (Multiple Subject) Teaching Credential Program, for students interested in teaching in the public schools.

We invite you to come by our office to speak with one of our faculty advisors early in your college career so we can help you plan the course-work best suited to your future needs. We look forward to meeting you.

Sincerely,
The Child Development Faculty and Staff

P.S. If you have further questions or would like to set-up an appointment, please call us at 213-224-3297.

DM:kd
Enclosure/brochure

THE CALIFORNIA STATE UNIVERSITY

The program code for the major is:
Career: ____ Bachelor (B)
School: ____________ HH
Primary Major: ____ CHGN
Degree: ____________ BA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
SCHOOLS OF ARTS & LETTERS, EDUCATION, HEALTH & HUMAN SERVICES,
AND NATURAL & SOCIAL SCIENCES

EVAL DATE: ____________

CATALOG YEAR: ____________

PROGRAM FOR THE BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

OPTION I – GENERAL OPTION

(For students whose G.E. requirements are governed by the 1982-83 or later catalog – NEW G.E.)

Name ______________________________ Student I.D. No ____________
Last *First* *Middle*

Address ______________________________
Street *City* *ZIP Code*

Course Number, Title, Units	Foot-notes	Transferred From	Course Title	Qtr. Units	Quarter: Completed	Quarter: to be Completed
CORE REQUIREMENTS (68-69 units)						
CHDV 396 Child Development Honors Thesis *or* ENGL 308 Expository Writing *or* ENGL 406 Writing Nonfiction (4)	1					
COMD 456 Dev. of Verbal Beh. in Early Childhood (4)						
CS 160 Introduction to Computers (3)						
COUN 460 Laws Relating to Child & Family *or* SW 476 Child Welfare (4)	2					
EDEL 462 Dynamics of Play in Early Childhood Ed. (4)						
EDIT 447 Computers in Classrooms (2)						
P 412 Child Abuse, Neglect, & Family Violence (4)						
ENGL 430 Children's Literature *or* SPCH 490 Children's Speech Arts (4)						
FSCS 220 The Child *or* PSY 412A Human Dev. (4)						
FSCS 221 Observation of Young Children (3)						
FSCS 320 Child Development I (4)						
FSCS 426 Child Development II (4)						
FSCS 416 Child Nutrition (5)						
FSCS 420 *or* PSY 412B Middle Chld. & Adoles. (3-4)						
PSY 150 Introductory Psychology (4)						
PSY 170 Introductory Physiological Psychology (4)						
PSY 433 Psychology of Cognitive Development (4)						
Marriage, Family, Parenting: (Select one from FSCS 120, 321, 421, 423; PSY 326; SOC 440)						
____________ (4)						
AREAS OF SPECIALIZATION (Select *one* area)						
A. Preschool/Day Care Administration Specialization (40 units)						
ART 435 Exploring the Arts in Early Childhood (4)						
EDEL 461 Curr. Proc. & Mat. for Early Childhood Ed. (4)						
EDEL 465 Directed Teaching: Preschool (12)						
EDEL 466 Cult. Diversity in Early Childhd. Classroom (4)						
EDSP 415 Ed. Teach. For Yng. Handicapped Chld *or* EDSP 416 Working with Family of Handicapped Chdrn (4)						
FSCS 422 Admin. of Grp. Care Setting for Yng. Chdrn (5)						
S 425 Readings in Child Development (3)						
MUS 490 Music for Early Childhood (4)						
TOTAL UNITS: 108-109 *(Core and Specialization A)*						

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Course Number, Title, Units	Foot-notes	Transferred From	Course Title	Qtr. Units	Quarter	
					Completed	to be Complet
B. Youth Agency Administration Specialization (32-38 units)						
Required Core (12 units):						
SW 476 Child Welfare (4)	3					
YAA 290 Introduction to Youth Agency Adm (4)						
YAA 490 Volunteer Management & Fund Raising (4)						
Accounting and Budgeting (4 units)						
Select *one* from following:						
ACCT 202 Survey of Accounting (4)						
POLS 466 Public Financial Administration (4)						
Community Organization (4 units)						
Select *one* from following:						
CRIM 439 Juvenile Law and Procedure (4)						
PSY 445 Community Psychology (4)						
SW 472 Community Organization (4)						
Counseling and Group Work (4 units)						
Select *one* from following:						
COUN 406 Behavioral Counseling and Self-Mgmt. (4)						
PSY 405 Group Methods for Psych. Intervention (4)						
SW 461 Social Welfare in Minority Communities (4)						
SW 475 Social Work with Groups (4)						
SOC 420 Small Groups (4)						
Personnel Management (4 units)						
Select *one* from following:						
MGMT 473 Personnel Management (4)						
POLS 463 Public Personnel Administration (4)						
POLS 472 Organization and Management (4)						
PSY 446 Employment and Personnel Psych. (4)						
Public Relations and Communication (4 units)						
Select *one* from following:						
JOUR 496 Publicity and Public Relations (4)						
POLS 470 Public Relations in Government (4)						
PSY 420 Psychology of Communications (4)						
SOC 424 Mass Communications & Public Opinion (4)						
SPCH 330 Organizational & Professional Comm. (4)						
SPCH 489 Intercultural Communication (4)	4					
Internship						
YAA 495 Directed Field Experience (4-6)	5					
TOTAL UNITS: *(Option I Core and Specialization B)* **(100-107)**						
MAJOR TOTAL: (100-109)						

Footnotes:

1. Open to CHDV Honors Program participants only (3.5 g.p.a. and passing WPE score required)
2. Students following specialization B should take SW 476.
3. Students who have taken SW 476 in the core have met this requirement.
4. Students who select NEW General Education Theme #6 cannot use SPCH 489 for the Public Relations and Communication block.
5. Internship must be arranged through American Humanics Executive Director and major adviser.

The program code for this major is
Career Bachelor (B)
School HH
Primary Major CHMS
Degree BA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
SCHOOLS OF ARTS & LETTERS, EDUCATION, HEALTH & HUMAN SERVICES,
AND NATURAL & SOCIAL SCIENCES

EVAL DATE ______
CATALOG YEAR ______

PROGRAM FOR THE BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

OPTION II — MULTIPLE SUBJECT CREDENTIAL WAIVER PROGRAM

(For students whose G.E. requirements are governed by the 1982-83 or later catalog – NEW G.E.)

Name ______________________ Student I.D. No. ______
Last *First* *Middle*

Address ______________________
Street *City* *ZIP Code*

Course Number, Title, Units	Foot-notes	Transferred From	Course Title	Qtr. Units	Quarter Completed	Quarter to be Completed
CORE REQUIREMENTS (60-61 units)						
CHDV 396 Child Development Honors Thesis *or* NGL 308 Expository Writing *or* (4) NGL 406 Writing Nonfiction	*					
COMD 456 Dev. of Verbal Beh. in Early Childhood (4)						
S 160 Introduction to Computers (3)						
OUN 460 Laws Relating to Child & Family *or* (4) SW 476 Child Welfare						
[illegible] 462 Dynamics of Play in Early Childhood Ed (4)						
447 Computers in Classrooms (2)						
ENGL 430 Children's Literature *or* (4) SPCH 490 Children's Speech Arts						
SCS 220 The Child *or* PSY 412A Human Dev. (4)						
SCS 221 Observation of Young Children (3)						
FSCS 320 Child Development I *or* (4) FSCS 426 Child Development II						
SCS 416 Child Nutrition (5)						
FSCS 420 Middle Childhood & Preadolescence *or* (3) PSY 412B Middle Childhood & Adolescence *or* (4) OC 322A Human Socialization: Chld. & Adoles. (4)						
PSY 150 Introductory Psychology (4)						
PSY 170 Introductory Physiological Psychology (4)						
SY 433 Psychology of Cognitive Development (4)						
arriage, Family, Parenting: FSCS 120 Marriage and Family Relationships *or* (4) SOC 202 Society and Individual Development						
PTION REQUIREMENTS (71-74 units)						
Block I: English/Communication (20 units)						
NGL 190 Freshman Composition (4)						
ENGL 250 Understanding Literature (4)						
ENGL 401 English Language in America *or* PCH 489 Intercultural Communication *or* (4) PCH 494 Spch Comm. Beh. in Early Childhood	**					
[illegible] 160 Critical Thinking *or* CS 155 Critical Analysis of Political Com. *or* (4) PCH 176 Argumentation						
SPCH 150 Oral Communication (4)						

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Course Number, Title, Units		Foot-notes	Transferred From	Course Title	Qtr. Units	Quarter	
						Completed	to be Completed
Block II: Mathematics and Science (16-19 units)							
MATH 100 Introduction to College Mathematics	(4)						
Select at least 12 units from NEW General Education Natural Science Block B, taking one course each in areas B1, B2, and B3	(12-15)						
B1 ________________	( )						
B2 ________________	( )						
B3 ________________	( )						
Block III: Social Sciences (12 units)							
HIST 202A *or* 202B U.S. Civilization	(4)						
POLS 150 Government & American Society	(4)						
Select *one* course from the NEW General Education social science block D. ________________	(4)						
Block IV: Humanities (23 units)							
ART 400 Dev. of Literacy in Visual Arts *or* ART 435 Exploring the Arts in Early Childhood	(4)						
ART 475 The Arts and Human Development *or* MUS 491 Music as Therapy in Human Dev. *or* MUS 492 Musical Creativity for Children	(4)						
MUS 490 Music for Early Childhood	(4)						
PE 420 Movement Exp. in Growth & Dev	(3)						
Select 4 units from the NEW General Education humanities block, area C2. ________________	(4)						
Select 4 units from the NEW General Education humanities block, area C3 *or* C4. ________________	(4)						
TO MEET CREDENTIAL REQUIREMENT (7 units):							
EDCI 300 The Teaching Profession	(3)						
HS 456 Alcohol, Narcotics, Nutrition, Tobacco	(4)						
GENERAL EDUCATION UPPER DIVISION THEME	**(12)**						

PROGRAM TOTAL:

Total Units in Major:
Core: 60-61
Option: 71-74
131-135

To complete CHDV program for credential:
Major: 131-135 units
GE theme: 12 12
EDCI 300 + HS 456: 7 7
150-154 units

Footnotes:

* Open to CHDV Honors Program participants only (3.5 G.P.A. and passing WPE score required)

** Students who select NEW General Education Theme #6 cannot use SPCH 489 for the English/Communication/Critical Thinking block.

CREDENTIAL PROGRAM INFORMATION:

Students interested in obtaining either a Multiple Subject or a Bilingual/Crosscultural credential should see an Early Childhood/Education adviser (King Hall C2097) to explore options.

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES CALIFORNIA 90032

Dear Prospective Student:

We are pleased to find you are interested in the Child Development Program at CSULA. We trust you will find our program attractive and well-suited to your future career goals.

Enclosed you will find a brochure describing our program in more detail. As you will see, the purpose of our program is twofold, to develop a strong understanding of children and families as well as provide the opportunity for you to acquire skills needed to work with them. You will learn how young children develop and grow, what factors affect that development, and how you, as a professional in the field, can help children reach their full potentials.

Our MA program has a core of required courses, and then electives are chosen in consultation with an advisor to meet your professional goals. We will work with you to help you design a program which meets your needs. The program can be coordinated with the Multiple Subjects Credential, Special Education, and/or Specialists Credentials.

We invite you to come by our office to speak with one of our graduate faculty advisors so we can help you plan the coursework best suited to your future needs. We look forward to meeting you.

Sincerely,
The Child Development Faculty and Staff

P.S. If you have further questions or would like to set-up an appointment, please call us at 213-343-4590.

AMBN:mb
Enclosure/brochure

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THE CALIFORNIA STATE UNIVERSITY

PREREQUISITES FOR CHILD DEVELOPMENT M.A. FOR NON-CHILD DEVELOPMENT B.A.

The California State University, Los Angeles courses listed below meet the prerequisite requirement for persons entering the Child Development M.A. major without a B.A. in Child Development. A Child Development graduate advisor will, in consultation with the student, determine whether coursework from another University or major is equivalent.

It is the student's responsibility to provide the advisor with descriptions for any courses which they would like to have considered as equivalent in meeting prerequisite requirements. If you have questions, please contact your advisor.

Department and Course Number*	Title	Units
PSY 412A OR	Psychology of Human Development: Childhood and Adolescence	
PSY 412B OR	Psychology of Human Development: Childhood and Adolescence	
SOC 322A	Human Socialization: Childhood and Adolescence	4
PSY 433	Psychology of Cognitive Development	4
FSCS 320 OR FSCS 426	Child Development I OR Child Development II	4
COMD 456 OR SPCH 494	Development of Verbal Behavior in Early Childhood OR Speech Communication Behavior in Early Childhood	4
EDEL 462	Dynamics of Play in Early Childhood Education	4
FSCS 423 OR FSCS 421 OR SOC 440 OR PSY 326	Parenting OR Marriage and Family Dynamics OR Marriage and Family OR Psychological Factors in Marriage	4
	TOTAL	24

*NOTE: A course taken as a prerequisite may not be used on the Master of Arts Program.

AMBN:jm
11/09/89

PROCEDURES FOR ENTERING AND COMPLETING THE M.A. CHILD DEVELOPMENT PROGRAM - Graduate students must take responsibility for following through on all the information contained herein.

1. Purchase the University Catalog at the Bookstore and pick up information on the Child Development M.A. in the Child Development Office (E&I A535).

2. Apply to the University for graduate admission, (CSULA, Admissions Office, 5151 State University Drive, Los Angeles, CA 90032) with Child Development as your major (major code: 3412).

    a. If you have already been admitted to the University with conditional graduate standing, fill out a GS 1 form (in triplicate) in the Child Development Office.

3. After you receive a letter from the Associate Dean of the School of Health and Human Services stating that you have been admitted with Conditional Classified Standing, make an appointment with a Child Development graduate advisor to discuss your goals and plan your graduate program.

    a. The graduate advisor will ask you to fill out and return the following forms as necessary:

        1. Prerequisite Coursework (CDMA 3)
        2. Qualifying Coursework (GS 7)
        3. Professional Goals and Experience (CDMA 2)
        4. Official Graduate Program (CDMA 1)

    b. The graduate advisor will explain the CDMA 1 and ask you to do a rough draft of your proposed program.

4. After having completed a rough draft of your proposed M.A. program, make another appointment with your graduate advisor. At this appointment, the advisor will approve your rough draft and ask you to type and submit four copies of your program to the Child Development Office. The program is then reviewed and officially approved by the Child Development Graduate Committee.

5. Eligibility for classified graduate standing occurs upon completion of the following:

    a. The necessary G.P.A. or completion of qualifying coursework.

    b. A B.A. degree in Child Development or a closely related field with accepted coursework in the following areas:

        1. Developmental Theories
        2. Current Issues and Trends in Child Development
        3. Early Childhood Education
        4. OR Completion of the necessary prerequisite coursework

    c. Submission of an approved proposed M.A. degree program.
    d. Approval of the Child Development Graduate Committee.

You will be notified by the Graduate Dean's Office, School of Health & Human Services when you have received classified graduate standing. Courses at the 500-level should not be taken prior to having classified standing. Enroll in your 400-level elective coursework on your program until you are classified.

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6. To make a change in your program, seek approval of your graduate advisor and submit an application for course substitution (GS 5) prior to the completion of any course affected by the change. Substitution may not be made using coursework already completed.

7. No credit will be granted on a M.A. degree program for coursework completed more than 7 years prior to granting the M.A. degree. Only 13 units of coursework completed at CSULA or another institution prior to submission of the M.A. degree program may be counted on the M.A. degree program.

8. Advancement to Candidacy is a part of the continuing process of review of the student's progress and is not automatic. It is granted by the School Graduate Dean upon completion of the requirements listed below and upon the recommendatio of the department. Advancement to Candidacy is the University prerequisite to enrolling for the thesis or project and to taking the comprehensive examination. Advancement to Candidacy requires:

    a. Classified graduate standing

    b. An approved master's degree program

    c. Completion of a minimum of 16 quarter units of the master's degree program with an overall grade point average of 3.0 or above

    d. Meet the Upper Division Writing Requirement (English 306 or 406)

    e. Submission of an Application For Advancement to Candidacy (CDMA 11) and a GS 10 to the Child Development Coordinator.

9. Prior to receiving your M.A. degree, you must successfully complete one of two options:

    a. Comprehensive Examination OR
    b. Thesis/Project

The choice of which option to follow must be approved by your advisor.

A. Comprehensive Examination

1. Students should expect to take the Comprehensive Examination in the quarter in which they complete all coursework on their program or in the following quarter and must comply with School and Department requirements. Students must register to take the Comprehensive Examination and pay the fee.

2. The Comprehensive Examination consists of five questions drawn from the material covered in the required Child Development M.A. coursework and at least one elective. Students should discuss the examination with their advisor and pick up the forms explaining the Comprehensive Examination.

3. The procedure for registering for the Comprehensive Examination is as follows: during registration:

    a. Student needs to fill our CAR Form for C.D. 596 and have the Child Development Office stamp over the course.

    b. Register normally

    c. Pay fee in Bung. "D"

    d. Fill out CDMA 15, Work In Progress Form

    Late Registration

    a. Can take place any time before deadline to taking Comps.

    b. Student must fill out CAR for for C.D. 596 and have Child Development Office stamp over course

    c. Submit an add form to Marilyn Gooding, Admissions & Records, 3rd floor, Administration Building, who will update the student's file

    d. Pay $10 plus $25 late charge in Bung. "D"

B. Thesis or Project

1. Students choosing to take the thesis/project option must have met the following prerequisites:

    a. Advancement to Candidacy

    b. CHDV 504, EDFN 509, FSCS 577, or PSY 411

    c. Consent of instructor to act as thesis advisor

    d. Approval of thesis proposal prior to registration for C.D. 599

2. Students should register for only 1 unit of C.D. 599 per quarter. If the thesis/project is completed prior to six quarters, the student will need to add the number of units necessary to bring the total to 6 units. This is accomplished by a memo from the Child Development Department to the Registrar requesting the additional units. In some cases, this might involve an additional fee.

3. Differences Between Thesis and Project:

    a. A thesis is the outcome of research involving the gathering and analysis of data related to a specific question in the area of Child Development. It includes the following:

        1. Statement of problem
        2. Review of literature
        3. Methods and procedures
        4. Results
        5. Discussion and conclusions

b. A project is the development of a program including a manual or related material, which is needed in the field of Child Development at a practical level. The project is then summariz in a report which includes the following:

1. Statement of problem
2. Review of literature
3. The product of the project
4. Evaluation
5. Conclusions

4. Quality of work accomplished is a major consideration in judging the acceptability of any thesis or project. The finished product must show evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. Mere description, cataloging, compilation or other superficial procedures are not adequate. Critical thinking and independent thinking should characterize every thesis and every project.

5. The thesis/project advisor and the student will select 2-3 faculty members who are willing to serve on the thesis/project committee. This committee may read, guide, and approve various drafts of the thesis/project. The student must fill out the GS 12 form (obtained from the C.D. Office).

6. Selection of the thesis/project option or the comprehensive examinat option is made when the program is made out. A change from one to the other must be made prior to the receipt of a grade (an SP is considered a grade).

10. Miscellany:

C.D. 595: Graduate Fieldwork

a. C.D. 595, Graduate Fieldwork, may be taken after a student has completed C.D. 501, 502, 503, and a research methods course. Arrangements for placement, requirements, and supervision must be made with your advisor and/or the faculty member who will supervise your fieldwork assignment. This must be done one quarter prior to registration for C.D. 595.

b. A minimum of 12 hours per week are required for a fieldwork placement for 4 units.

Change of Advisor

a. There are several graduate advisors in Child Development. You are assigned to or may choose one as you enter the program. If at a future date you wish to change advisors:

1. Pick up a change of advisor form (CDMA 5) in the Child Development Office
2. Fill out the form and have it signed by the appropriate faculty members
3. Return it to the Child Development Office

Time and Sequence

a. Students have seven years from the time of entry into the M.A. program to complete all requirements for the degree.

b. It is recommended that core courses be taken in sequence, i.e., C.D. 501, then C.D. 502, then C.D. 503. However, this is not a requirement. Only one core course in this series is offered per quarter.

c. It is highly recommended that a research methods course be taken early in the student's program.

d. Students must complete their comprehensive examination within the seven year period allotted for their M.A. degree.

e. Application for graduation must be made at least one quarter in advance of the date of graduation.

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CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CHILD DEVELOPMENT

School of Health and Human Services

PROGRAM OFFICE
Engineering and Technology A535
Phone: (213) 343-4590

The Master of Arts degree in Child Development is designed to strengthen professional competence and to prepare individuals for a variety of leadership positions as a child development specialist. The degree program may be coordinated with the requirements for the Early Childhood Specialist Instructional credential and requirements for the Community College Teaching credential.

Master of Arts Degree

Admission to the Program

- A baccalaureate in Child Development or a closely related academic field from a fully accredited college or university.
- A minimum 2.75 grade point average in the last 90 quarter units or a minimum *B* (3.0) grade point average in courses taken in the undergraduate major.
- A written statement of personal and professional goals to be received by the Child Development graduate adviser prior to the student's registration in the program.
- An initial interview with the Child Development graduate adviser prior to registration in the program.
- In addition to meeting university requirements for admission to graduate study, applicants must have taken course work in the following areas:
  - Theories of Human Development
  - Issues and Trends in Child Development
  - Early Childhood Education

Students who do not possess a baccalaureate in Child Development or in a closely related academic discipline unit must complete a 27-unit program of prerequisites prior to being admitted to the master's degree program in Child Development. Further information is available in the Child Development office.

Requirements for the Degree
(45 units)

A total of 45 units is required, including at least 23 units in 500-level courses.

Required core (24 units):

CHDV 501	Infants and Toddlers—Development and Care (4)
CHDV 502	Children Under Transitory Stress (4)
CHDV 503	Working with Parents (4)
CHDV 504	Research Methods with Children and Families (4) *or*
EDFN 509	Methods of Research in Education (4) *or*
FSCS 577	Research Concepts in Home Economics (4) *or*
PSY 411	Research Methodology in Psychology (4)
CHDV 595	Graduate Field Work (4)
EDFN 530	Advanced Study in Child Development (4) *or*
FSCS 520	Current Issues and Research in Infancy and Early Childhood (4)

Electives (15–21 units):

Electives must be chosen in consultation with a graduate adviser in order to give meaningful support to the student's professional goals. The development of an individualized interdisciplinary program is essential. Students also seeking an Early Childhood Specialist credential should select electives in consultation with a credential adviser and a Child Development graduate adviser.

Comprehensive Examination or Thesis or Project (0-6 units):

CHDV 596	Comprehensive Examination (0) *or*
CHDV 599	Thesis or Project (6)

A comprehensive examination or a thesis or project is required for the master's degree. Students should expect to take the comprehensive examination (CHDV 596) in the quarter in which they complete all course work on their program or thereafter, and must comply with school and departmental requirements. A thesis or project, in lieu of the comprehensive examination, may be undertaken upon approval by a Child Development faculty committee.

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Courses in Child Development (CHDV)

400-level Courses

With a graduate adviser's approval, appropriate 400-level courses in disciplines related to Child Development may be applied toward requirements for the master's degree.

Graduate Courses

Classified graduate standing is required for admission.

501 Infants and Toddlers— Development and Care (4)

Prerequisites: Admission to Child Development master's degree program *or* EDEL 462, FSCS 320 *or* 426, PSY 412A. Physical, cognitive, and affective development from birth to 30 months; environmental and cultural influences. Lecture 3 hours, laboratory 3 hours.

502 Children Under Transitory Stress (4)

Prerequisites: Admission to Child Development master's degree program *or* EDEL 462, FSCS 320 *or* 426, PSY 412A *or* 412B. Normal infants' and young children's efforts to cope with physical, situational stresses such as short-term hospitalization, death, serious illness, separation from family, divorce, birth of sibling. Lecture 3 hours, laboratory 3 hours.

503 Working with Parents (4)

Prerequisites: Admission to Child Development master's degree program *or* EDEL 462, FSCS 320 *or* 426, PSY 412A *or* 412B and a class about families or parenting (with adviser consent). Parent education trends: theory, dynamics, implementation, programs, research, and community resources. Lecture 3 hours, laboratory 3 hours.

504 Research Methods with Children and Families (4)

Prerequisite: A course in statistics. Current research issues about children and families; ways of studying children and families: observation, interviews, questionnaires, testing; ethical issues; development and implementation of pilot research study.

595 Graduate Field Work (1–4)

Prerequisites: CHDV 501, 502, 503. Supervised practical experience in specialized community settings related to infant care, parent education, and/or hospitalization; assignments on individual basis. May be repeated to maximum of 8 units. Graded *CR/NC*.

598 Graduate Directed Study (1–4)

Prerequisites: EDFN 509, consent of instructor to act as director. Independent directed study of advanced topics in the field of child development; regular conferences with the instructor. May be repeated to maximum of 8 units.

599 Thesis or Project (1–6)

Prerequisites: Advancement to candidacy; CHDV 504 *or* EDFN 509 *or* FSCS 577 *or* PSY 411; consent of professor to act as adviser; approval of topic prior to registration for thesis or project. Independent research resulting in thesis or project. Must be repeated to maximum of 6 units. Graded *CR/NC*.

CHILD DEVELOPMENT - CSUN

The California State University

CSUN

California State University, Northridge
School of Communication, Health and
Human Services
Interdisciplinary Major in Child Development
18111 Nordhoff Street — **CDEV**
Northridge, California 91330

(818) 885-3385

June 5, 1991

Gayle Brosseau
2219 N. Century Place
Simi Valley, CA 93063

Dear Gayle:

It was great to have our telephone conversation today. As you can see in the attached sheet, our Interdisciplinary Program refers to the fact that our students can take their upper division major in various fields and use that information to apply to the Child Development knowledge they obtain in our program.

The students take the majority of their courses in fields other than child development and in so doing are able to acquire knowledge in areas that will apply toward their work with children and youth. We are also able to individualize the curriculum for each student so that she or he can obtain knowledge in the areas that are of most interest and relevance to her and him.

Please stay in touch with me so that we can continue our dialogue together. I appreciate this very much.

Sincerely yours,

Edythe Margolin

Edythe Margolin, Coordinator/Professor

Encl.

EM:em

California State University, Northridge

AREAS OF SPECIALIZATION

Child Mental Health Specialist (restricted); other specializations such as working with adolescents, bilingual, multicultural education, and parent education may be developed with the consent of an advisor. Information regarding Art, Chicano Studies, Education, Health Science, Home Economics, Music, Pan African Studies, Physical Education, Psychology, Recreation, Sociology, and other related coursework is available.

(8/90)

# CHILD DEVELOPMENT

Child Development is an interdisciplinary major that draws from many fields related to human development. Through a variety of courses, selected fieldwork and laboratory experiences, students will gain an understanding of developmental needs and patterns of behavior. The program includes the study of "normal" development as well as variations and deviations with a focus on positive early intervention strategies.

The program will be of interest to students who wish to enter a variety of professions that call for "child development specialists." Positions include teachers and administrators in preschool and hospital settings, parent education, playground and recreation supervisors, and other positions involving work with children, adolescents and their families.

The Child Mental Health Specialist Program prepares students to work with children and adolescents who have emotional difficulties. Interested students are encouraged to apply to the Child Mental Health Specialist Program early in the second semester of their sophomore year. Information is available in the Child Development Office.

Those wishing to schedule advisement appointments are encouraged to call the Child Development Office.

REQUIREMENTS IN THE MAJOR FOR THE B.A. DEGREE

Lower Division:

Biol	281	Human Physiology* (3) or
Psych	250	General Psychology* (3)
Math	140 & 140L	Introductory Statistics (4)

*Psych 150 **and** Biol 101 **or** 150 are prerequisites

Upper Division:

#CHILD DEVELOPMENT 7 - 9 units

Select one of the following:

HomeEc	330	Child Growth and Development I (3)
HomeEc	335	Prenatal & Infant Development (3)
*Psych	413	Current Trends in Child Psychology (4)

Select one of the following:

HomeEc	431 & 431L	Child Growth & Development II (4)
*Psych	313 & 313S	Developmental Psychology (5)

*Students cannot take both of these courses for credit.

413

SEE REVERSE SIDE FOR ADDITIONAL INFORMATION

#CHILD, FAMILY AND COMMUNITY RELATIONS 3 units

Select one of the following:

Anthro	305	Culture and Personality (3)
Anthro	308	Women, Sex Roles, and Culture (3)
Home Ec	432	Child in the Family (3)
Socio	305	Culture and Personality (3)
Socio	459	Child Welfare (3)

#CREATIVE EXPERIENCES FOR CHILDREN 9 units

Select three of the following:

Art	383	Art in Early Childhood (3)
ChicSt	480	Children's Lit of Latin America in Translation (3)
Theatre	371	Creative Drama (3)
English	428	Children's Literature (3)
Music	362	Music for Early Childhood (3)
PE	470	Physical Education for Children (3)
LSRC	305	Dynamics of Early Childhood Play (3)
SpCom	305	Oral Dimensions of Children's Literature (3)

#DYNAMICS OF LEARNING AND INDIVIDUAL BEHAVIOR 7-9 Units

Select one of the following:

Psych	302	Human Learning in the Formative Years (4)
Psych	350, 350S	Principles of Learning (5)

Select one of the following:

ComDis	361	Speech and Language Development and Problems (3)
Psych	310	Behavior Disorders (4)
Psych	406	Developmental Disability (4)

#SEMINARS (Required) 8 units

Ch Dev	390	Proseminar in Child Development (3)
Ch Dev	390SEE	Fieldwork in Child Development (1)
Ch Dev	490	Seminar in Child Development (3)
Ch Dev	490SEE	Fieldwork in Child Development (1)

#ELECTIVES 12 units

With consultation and approval of an advisor, the student will select 12 units of elective coursework. Students may elect to choose all the 12 units in one of the approved disciplines or from several disciplines according to a specific career goal. Students are encouraged to call a faculty or student advisor as early as possible to plan their selection of electives.

Child Development electives include: ChDev 450, Helping Children Cope with the Medical Environment; ChDev 451, Alternative Approaches to Discipline; and ChDev 452, Child Advocacy.

FOR FURTHER INFORMATION, CONTACT:

Coordinator of Child Development
California State University, Northridge
18235 Vincennes Street — CDEV
Northridge, CA 91330

Phone: (818) 885-3385

HOW TO GET A MULTIPLE SUBJECT TEACHING CREDENTIAL AS A CHILD DEVELOPMENT MAJOR

Please read through all the steps very carefully. You may contact the Child Development Office (818 885-3385) or the Credential office (818 885-2586) if you have any further questions.

1. OBTAIN ADMISSION TO THE CREDENTIAL PROGRAM

    a. Need a cumulative G.P.A. of 2.68 for Child Development Major.

    b. Need a Pre-Program Interview before submitting your application.

    c. Attend a credential advisement meeting at the Credential Preparation Office, Monterey Hall 100 D. You will receive the application for admission and all your questions will be answered. No appointment is necessary. The schedule of these meetings is: every Tuesday from 1:30 to 3:30 p.m.; every Friday from 10:00 a.m. to 12:00 throughout the calendar year and evening meetings from 6:00 to 8:00 p.m. on the first Tuesday of each month except July and August.

    d. Fill out your application packet completely and return it to the Credential preparation Office together with copies of all transcripts and recommendations.

    e. Three courses that you will need to complete for admission to the credential program. (These can be taken before admission, and can count for Child Development major courses).

PE 170	Physical Education for Children (can be taken as a substitute for PE 370 under the Creative Experience section of the Child Development major)
Math 210	Basic Number Concepts (check with the Math Department regarding exams required prior to enrollment)

    f. Take the CBEST (California Basic Educational Skills Test). Passage of this test is required prior to admission to the credential program. Test preparation books are obtainable at most bookstores and a test preparation course is available through the CSUN Extension Office. Call 885-2644 for more information on the course.

    g. Admission to the program is required prior to enrolling in any education courses so apply one semester before you wish to begin the program.

2. TAKE THE NATIONAL TEACHER EXAM (Core Battery General Knowledge portion)

a. Must take and pass this test before the first student teaching assignment. May be taken as many times as needed to pass (start early).

b. The NTE is offered generally in January or February, April, June, and October, yearly. Applications are available in Monterey Hall. It is usually given on Saturdays at UCLA and USC.

c. Test preparation books are obtainable at most bookstores and a test preparation course is available through the CSUN Extension Office. Call 885-2644 for more information on the course.

3. COMPLETE THE FOLLOWING COURSES WHICH ARE REQUIRED PRIOR TO STUDENT TEACHING

EdP 314	Psychological Foundationns K-12	Fieldwork Included
EdP 302	Elementary School in American Society	" "
EEd 420	Teaching Reading in the Elementary School	" "

Advanced composition course or exam. The course is English 305. The exam is usually offered the 1st two Saturdays of October and March. You may sign up for the exam in Monterey Hall the beginning of each semester. The Learning Resource Center (South Library) offers a preparation course for the exam. Call 885-2033 for dates and times.

One course in multi-cultural education from Category A (see attached list).

All of the above courses and student teaching as well may be taken as an undergraduate and may count as units toward the 124 needed to graduate. If not needed to meet graduation units they should be taken after the degree.

4. DO YOUR STUDENT TEACHING

EEd 470M	Elementary School Curriculum	Taken concurrently
EEd 471ST	Student Teaching	in one semester

EEd 480M	Elementary School Curriculum	Taken concurrently
EEd 481ST	Student Teaching	in one semester

Student teaching requires a full-time commitment of eight weeks in each semester.

5. YOU SHOULD NOW HAVE A PRELIMINARY CREDENTIAL

The preliminary credential is good for five years. You may now begin employment as a certified teacher. During these five years you must complete the requirements for the CLEAR CREDENTIAL.

6. TO RECEIVE A CLEAR CREDENTIAL YOU MUST:

Complete thirty post-baccalaureate units which must include the following:

SpEd 401 Special Education Training for Teachers
CD 361 or 462 Language Development and Disorders in Children
Two courses in multi-cultural education from Category B & C (see attached list)
HSci 435
Computer Education Course

Contact the Credential Preparation Office for any further information or clarification on obtaining your Clear Credential.

CONGRATULATIONS! YOU MADE IT!

DRAFT

INTERDISCIPLINARY MAJOR IN CHILD DEVELOPMENT

WORKING COPY GRADUATION CHECK

Multiple Subj. Credential

Name ______________________ File # ____________ Date ____________

Address ______________________ City ____________ Zip ____________ Telephone # ____________

Catalog Year____________ Coordinator's Signature ______________________

Courses	Units	Transferred or Substituted from	Completed at CSUN	Grade	In Progress	To be Taken
LOWER DIVISION (SpEd	400	and 500 if going	into	Special	Education)	
~~PSY [illegible] or~~ SpEd	401	needed for	clear credential - must be enroll in cred. progr			
~~[illegible]~~						
MATH 140 & 140L						
UPPER DIVISION						
CHILD DEVELOPMENT						
Select one of the following:						
H EC 330	3					✓
H EC 335						
Select one of the following:		PAS 420	(= Cat. A, multiculture Requirement			
H EC 431 & 431L						
PSY 313 & 313S						
CHILD, FAMILY & COMMUNITY RELATIONS						
Select one of the following:		ChSt. 471	(= Cat A, multicultural Requirement			
~~H EC 437~~						
SOC 459						
ANTH 305						
SOC 305						
ANTH 308						
CREATIVE EXPERIENCES FOR CHILDREN						
Select three of the following:		3rd course to be chosen to fit specialization with advisor				
ART ~~335~~ 330	3					✓
CH S 400						
TH 371						
ENGL 428						
MUS 362						
PE ~~[illegible]~~ 470	3					✓
REC 305						
SPC 305						
DYNAMICS OF LEARNING & INDIVIDUAL BEHAVIOR						
Select one of the following:		EdP 314 - Must be	admitted to		credential_	
~~[illegible]~~				Program	to enroll	
PSY 350 & 350S						
PSY 412						
PSY 462						
ANTH 445						
Select one of the following:						
PSY 406						
PSY 310						
CD 361	3	needed for	clear credential			✓
PE 328						
SEMINARS						
CDEV 390	3					✓
CDEV 390SEE	1	choose	elementary sch	Setting		✓
CDEV 490	3					✓
CDEV 490SEE	1	"	"	"	"	✓
ELECTIVES (12 units):		or	complementary	experience		
HSci 435	3	418				✓
Math 210	3					✓
EdF 302	3	) ~~Must be admitted in credential~~				
EEd 420	3	Program to apply				✓

(Check with CSUN A&R for the General Education plan you are to complete.)

LD WRITING		
UD WRITING		

OTHER GR[ADUA]TION REQUIREMENTS

Residence	30 total		
	24 U.D.		
	12 in major		

REQUIREMENT	REQD UNITS	MET	REMAINING
BA/BS/BM	124		
UPPER DIVISION	40		

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NOTES:

COMMUNITY COLLEGE ARTICULATIONS
CSUN CHILD DEVELOPMENT MAJOR

COLLEGE	GROWTH AND DEVELOPMENT	CREATIVE EXPERIENCES	ELECTIVES
ANTELOPE VALLEY	CFE 2	CFE 6	CFE 1, 3, 4, 5, 7, 50A, 50B, 50C, 51, 52, 53 PSYCH 35
COLLEGE OF THE CANYONS	CDEV 120 PSYCH 172	CDEV 144, 151, 152, 155, 156, 157	CDEV 110, 115, 116, 125, 160, 201, 210, 299
EL CAMINO	PSYCH 40		HEC 15 PSYCH 42, 44, 45, 46, 47, 48, 49, 50D, 50E SOC 43
GLENDALE	FCS 135	FCS 151, 152	FCS 136, 137, 138, 140, 141, 142, 143, 155 ENGL 127 HEALTH 109
MISSION	CDEV 1	CDEV 3, 4, 15	CDEV 2, 11, 12, 14, 15, 30, 32, 41, 42, 43, 45, 46, 81, 82 FAM & CON 21, 30,31 PSYCH 3, 14, 40, 48, 52 SP ED 20

° course has been deemed equivalent to CSUN's Math 140, & can meet req. in G.E. [illegible]

Child Development Preparation at the Community Colleges, 1985-86

hild Development equirements	Glen	LA Dist	PCC	SMC	Moorp	Vent	AVC	COC	Oxnard
Psych 250	Psych 103	Psych 2	Psych 2	Psych 2	Psych 1B	Psych 3	-	-	Psych 105
R iology 281	Biol 121	Physio 1 or 3	Physio 1	Physio 3	Physio 1	Physio 1	Physio 1	Biol 250 may sub	Biol 112
*Math 140-140L equivalent or substitute)	Econ, Psych or Soc 107 (not for G.E.)	Math 14 or Stat 1 Math 225°	Stat 50 or 18 ° (not for G.E.)	Math 52°	Math 15°	Math 44° or Psych 4	Math 15°	Math 140°	Math 105° or Psych 103

*Child Mental Health Specialist requires this choice

**Courses listed are not always equivalent to Math 140, which requires an intermediate algebra prerequisite commencing Spring 1986. For Plan C general education students, a statistics course which does not carry such a prerequisite will no longer count against the Basic Subjects component, commencing Spring 1986.

Abbreviations: Glen=Glendale College, LA Dist=Los Angeles Community College District, including all 9 campuses, PCC=Pasadena City College, SMC=Santa Monica College, Moorp=Moorpark College, Vent=Ventura College, AVC=Antelope Valley College, COC=College of the Canyons.

Produced by: Relations with Schools, CSUN, September 1985

CAREERS IN CHILD DEVELOPMENT AND RELATED TYPES OF FIELDWORK AVAILABLE AT THE CSUN PRESCHOOL LABORATORY

EER	EXPERIENCE	COURSES
SCHOOL TEACHER	Curriculum planning, classroom management, emphasis on communicating and interacting with young children. Initial experience in parent conferencing and/or parent interaction.	HEc. 491 B, C
SCHOOL DIRECTOR	Shadow director. Plan parent meetings, work with parent booster club, plan staff development or lead and organize staff meetings.	HEc. 497 B, C HEc. 499 B, C
CIAL EDUCATION TEACHER	Work on a 1 to 1 with a child with special needs. Develop curriculum for handicapped children. Write up individual education plan (IEP) and organize IEP meeting with appropriate personnel.	HEc. 491 A HEc. 497 A
PITAL PLAYROOM PLAY "THERAPIST" (B.A. & M.A.)	Work on a 1 to 1 with a child with emotional or behavioral problems. Experiences using play therapy materials, e.g., puppets, sand tray, etc.	HEc. 491 A HEc. 497 A
OOL PSYCHOLOGIST	Write developmental assessments of children and consult with classroom teacher regarding appropriate curriculum based on assessment.	HEc. 491 A, B HEc. 497 A, B
MENTARY SCHOOL TEACHER	Plan curriculum, develop classroom organization and management skills. Parent interaction and parent conferencing.	HEc. 491 B, C
ENT EDUCATION TEACHER (INFANT/TODDLER)	Experience in parent/infant or parent/toddler class. Observation of discussion facilitator. Home visit program.	HEc. 491 A, B, C HEc. 497 A, B, C HEc. 499 A, B, C
C.C. COUNSELOR	Plan staff development, parent development and parent education meetings. Write up developmental assessments of children.	HEc. 491 A, B HEc. 497 A, B HEc. 499 A, B
LD CARE PROFESSIONAL	Train in a model child care program. Emphasis on facilitating development through quality care.	HEc. 491 A, B, C HEc. 497 A, B, C HEc. 499 A, B, C
REATION LEADER	Administrative skills. Observation and facilitation of children's play.	HEc. 491 A, B, C HEc. 497 A, B, C HEc. 499 A, B, C

itional experience with children from infancy through preschool, early childhood education and parent education available through HEc. 431L.

Credential Programs

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
SCHOOL OF EDUCATION

MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAMS

California State University, Northridge has developed a series of programs for the professional preparation of teachers in the public schools in the state of California. The University is committed to the concept that continuous screening and evaluation are necessary to ensure that candidates who complete a program are well prepared to be effective members of the teaching profession. Thus, candidates may expect to be evaluated on possession of basic skills, personal qualifications and performance factors in addition to completion of required courses.

ADVISEMENT

The Credential Preparation Office has a staff of advisors who are available to assist any candidate with questions about the credential preparation program. Candidates may see advisors by appointment during regular hours (818) 885-2586. Walk-in advisement and answers to phone questions are also available. Advisement meetings concerning the basic programs are held on Tuesdays at 1:30 p.m. and Fridays at 10:00 a.m. Evening meetings are held on the first Tuesday of each month except in July and August at 6:00 p.m. (by reservation only). These meetings which last approximately two hours present a detailed explanation of the programs. Attendance at one of these meetings is a mandatory admission requirement and should be your first step in gathering information.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

To secure admission, the candidate must submit an application packet containing:

1. A Declaration of Intent to Pursue a Credential and "Institutions Attended" sheet. The Declaration of Intent will be used to establish a file for the candidates. The "Institutions Attended" sheet will permit the Credential Preparation Office to know when all transcripts have been filed.
2. Recommendations from two persons outside the candidate's family who are knowledgeable about the candidate in a professional academic relationship. These may be from teachers or administrators in the schools, university faculty or employers.
3. Unofficial transcripts from all institutions of higher education attended including California State University, Northridge. These transcripts are required independently of other transcripts which may be required for admission to the University. The grade point average cannot be computed without these transcripts. In addition, after receiving admission, candidates must submit transcripts of all coursework taken at other institutions immediately after the end of each semester's coursework. Candidates must have a grade point average in the upper half of their academic discipline. A chart showing the required GPA in specific disciplines is available in the Credential Preparation Office. Candidates must maintain an overall 2.75 grade point average for all coursework completed after admission and maintain a 3.00 grade point average for all professional education courses.
4. Proof of freedom from tuberculosis on cards available in the Credential Preparation Office.
5. A Statement of Objectives describing reasons for desiring entry into the teaching profession.
6. A permanent verification card showing passage of the California Basic Educational Skills Test (CBEST).
7. Verification of completion of early field experience - Consult the Credential Preparation Office for a list of acceptable experiences.
8. Verification of successful completion of a required pre-program interview. Consult the application package for interview form and procedures for arranging the interview.
9. Advisement meeting attendance verification form is obtained at meeting described above.

When the file has been completed, the candidate will be reviewed by faculty members of the School of Education, the candidate will be evaluated on the basis of academic achievement, commitment to teaching and ability to communicate. When the Faculty Committee reaches a decision regarding the admission of the candidate, the candidate will be notified in writing by the Credential Preparation Office. If admitted, the candidate will be issued a card indicating admission to the teacher education program. Regulations permit the University to admit a candidate on the basis of some exceptional qualification possessed by the candidate. If you are denied admission on a regular basis, you will be given information concerning admission on an exceptional basis.

As part of the admission process, an evaluation of the candidate's previous coursework will be made automatically and mailed to the candidate along with the admission letter. This evaluation will be updated as candidates progress through the program.

CONVICTION RECORDS

As part of the preliminary admission process, candidates are advised that CONVICTION RECORDS may prevent a candidate from obtaining a credential. Although a wide variety of convictions will not prevent the issuance of a credential, the Education Code does stipulate that certain conviction records will mandate the denial of a teaching document. Candidates with conviction records must consult with either the Director of the Credential Preparation Office or the Coordinator of the Credentials Unit regarding the nature of the conviction prior to submitting application. Candidates with serious problems will be required to secure a Certificate of Clearance from the Commission on Teacher Credentialing prior to admission.

ENROLLMENT IN REQUIRED COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE IS LIMITED TO PERSONS WHO HAVE BEEN ADMITTED TO THE TEACHER EDUCATION PROGRAM.

CREDENTIAL APPLICATION

Candidates who are completing a credential program at California State University, Northridge should file their credential applications during the final semester in which requirements are being met. Applications may be filed after the first day of classes for their final semester of coursework. The Credential Preparation Office will process the application and indicate by letter the candidate's status. This letter is required by most school districts for interviewing and contracting purposes.

Upon receipt from the Commission on Teaching Credentialing, the credential will be held by the Credential Preparation Office pending verification of completion of final coursework.

MULTIPLE SUBJECT CREDENTIAL PROGRAM
COURSE AND EXAMINATION REQUIREMENTS

Candidates seeking a basic teaching credential to teach in self-contained classrooms such as are usually found in an elementary school should complete the requirements for the Multiple Subject Credential.

A. REQUIRED PRIOR TO ADMISSION

1. Verification of basic literacy in reading, writing and mathematics as evidenced by passage of the California Basic Educational Skills Test (CBEST).

2. Verification of completion of 45 clock hours of early field experience (EFE).

THE PRELIMINARY CREDENTIAL PROGRAM

B. REQUIRED PRIOR TO STUDENT TEACHING

3. Six units of professional preparation courses. These courses are restricted to persons formally admitted to the credential program and require 20 hours of participation/observation in a school. A GPA of 3.0 must be maintained in these two courses.

EPC	314	Psychological Foundations K-12	3 units
E ED	420	Teaching Reading in the Elementary School	3 units

4. Verification of subject matter knowledge either by examination or by completion of a subject matter waiver program. At CSUN the approved program to waive the examination is the Liberal Studies major. (Persons may receive permission from the Liberal Studies Office to take certain courses concurrently with student teaching.) Candidates choosing to pass a Commission-required examination which is the National Teacher Exam (Core Battery-General Knowledge Test) rather than to complete a university-approved waiver program must pass this examination prior to student teaching.

5. Verification of writing proficiency (may be met by course or exam). The most commonly used courses are ENG 305 or 406 or SPC 321. (Passage of CBEST does not meet this requirement.) The Upper Division Writing Proficiency exam taken at CSUN with a score of 10 or better is also acceptable. 0-3 units

6. Audio-Visual requirement - a 2 hour self-instruction workshop in media. 0 units

7. Completion of Math 210 Basic Number Concepts. (May be taken prior to admission.) Passage of ELM (Entry Level Math) exam or exemption from ELM is required by the university prior to enrollment in any math course. 3 units

8. Residency - Candidates must have been admitted to the program for one semester prior to student teaching and have completed 12 semester units at CSUN.

9. GPA - must maintain 2.75 overall since admission and 3.0 in education courses.

C. **ADDITIONAL REQUIREMENTS FOR THE PRELIMINARY CREDENTIAL:** The following courses may be completed prior to or with student teaching.

10. ED F 303 Education in American Society - Restricted to persons formally admitted to the credential program and requires 20 hours of participation/observation in a school. A GPA of 3.0 must be maintained. 3 units

11. PE 470 Physical Education for Children 3 units

12. Multi-Cultural requirement - One course from Category A. Consult the Credential Preparation Office for a list of acceptable courses. (May be taken prior to admission). 3 units

13. E ED 570* ESL Instruction in Multilingual Classrooms 3 units

14. A baccalaureate degree or higher degree, except in professional education, from an approved institution.

15. Knowledge of the Constitution of the United States. (May be met by course or exam.) Consult the Credential Preparation Office for details. 0-3 units

D. STUDENT TEACHING AND METHODS

Applications for student teaching must be submitted the semester prior to the one in which the student teaching is to be done. Applications for spring are due in September with applications for fall due in February. Contact the Credential Preparation Office for applications. As part of the application, candidates must submit fingerprint cards and obtain from the Commission on Teacher Credentialing a Certificate of Clearance from criminal convictions.

16.	E ED	470M	Elementary School Curriculum		3 units
	E ED	471ST	Student Teaching in the Elementary School	CONCURRENTLY	6 units
17.	E ED	480M	Elementary School Curriculum		3 units
	E ED	481ST	Student Teaching in the Elementary School	CONCURRENTLY	6 units

Performance in student teaching must be at a "B" grade to receive "credit". Persons completing a Special Education Specialist program concurrently with a basic program should check the Special Education Specialist brochure for modification of the above requirements.

Total - 39-45** units

* Required for persons admitted to the credential program after February 1, 1990. May be taken prior to or with the first assignment of student teaching.

** Note: This total does not include any courses which may be required for completion of the waiver program.

SINGLE SUBJECT CREDENTIAL PROGRAM
COURSE AND EXAMINATION REQUIREMENTS

Candidates seeking a basic teaching credential to teach in departmentalized classrooms such as are usually found in a junior or senior high school should complete the requirements for the Single Subject Credential.

A. REQUIRED PRIOR TO ADMISSION

1. Verification of basic literacy in reading, writing and mathematics as evidenced by passage of the California Basic Educational Skills Test (CBEST).

2. Verification of completion of 45 clock hours of early field experience (EFE).

THE PRELIMINARY CREDENTIAL PROGRAM

B. REQUIRED PRIOR TO STUDENT TEACHING

3. Six units of professional preparation courses. These courses are restricted to persons formally admitted to the credential program and require 20 hours of participation/observation in a school. A GPA of 3.0 must be maintained in these two courses.

EPC	314	Psychological Foundations K-12	3 units
S ED	410	Fundamentals of Secondary Education	3 units

4. Verification of subject matter knowledge either by examination or by completion of a subject matter waiver program. (May be completed prior to admission to the credential program.) CSUN has approval for 23 waiver programs in the fourteen Single Subject areas as defined by the Teacher Licensing Act. Candidates must complete a waiver program in its entirety or pass the appropriate Specialty Area exam of the National Teacher Examination. Consult the Credential Preparation Office for a list of approved waiver programs.

Subject Category (Departments with Waiver Programs)

Art (Art)
Business (Business)
English (English)
" (Speech Communication)
" (Theatre)
Foreign Language (French)
" " (German)
" " (Spanish)
Health Science (H. Sci.)
History (History)
Home Economics (Home Ec.)
Life Science (Biology)

Mathematics (Mathematics)
Music (Music)
Physical Education (Physical Education)
Physical Science (Chemistry)
Physical Science (Physics)
Social Science (Chicano Studies)
" " (Geography)
" " (History)
" " (Pan African Studies)
" " (Political Science)
" " (Urban Studies)

5. Departmental clearance for student teaching. Regardless of completion of waiver program or passage of the NTE, candidates must receive a clearance from the department of the subject area in which they wish to student teach.

6. Verification of writing proficiency (may be met by course or exam). The most commonly used courses are ENG 305 or 406. (Passage of CBEST does not meet this requirement.) The Upper Division Writing Proficiency exam taken at CSUN with a score of 10 or better is also acceptable. 0-3 units

7. Residency - Candidates must have been admitted to the program for one semester prior to student teaching and have completed 12 semester units at CSUN.

8. GPA - must maintain 2.75 overall since admission and 3.0 in education courses.

C. ADDITIONAL REQUIREMENTS FOR THE PRELIMINARY CREDENTIAL

The following courses may be completed prior to or with student teaching. Enrollment in professional education courses requires admission to the program and a GPA of 3.0.

9. Completion of professional preparation courses

S ED	425	Methods in Single Subject Area*	3 units
S ED	420	Reading in Secondary School**	3 units
ED F	303	Education in American Society**	3 units

* Must be completed not later than first assignment of student teaching.

** Requires 20 hours of participation/observation.

10. Multi-Cultural requirement - One course from Category A. Consult the Credential Preparation Office for a list of acceptable courses. (May be taken prior to admission.) 3 units

11. A baccalaureate degree or higher degree, except in professional education, from an approved institution.

12. Knowledge of the Constitution of the United States. (May be met by course or exam.) Consult the Credential Preparation Office for details. 0-3 units

D. STUDENT TEACHING

Applications for student teaching must be submitted the semester prior to the one in which the student teaching is to be done. Applications for spring are due in September with applications for fall due in February. Contact the Credential Preparation Office for applications. As part of the application, candidates must submit fingerprint cards and obtain from the Commission on Teacher Credentialing a Certificate of Clearance from criminal convictions.

13. S ED 455ab Student Teaching (normally taken in two different semesters of six units each). Permission to take only one semester of twelve units may be granted by the Coordinator, Secondary Student Teaching. Performance in student teaching must be at a "B" level to receive "credit". 12 units

Total - 33-39 units***

*** Note: This total does not include any courses which may be required for completion of the waiver program.

ADDITIONAL REQUIREMENTS FOR THE PROFESSIONAL CLEAR CREDENTIAL
BOTH MULTIPLE AND SINGLE SUBJECT

The clear credential requires thirty (30) post-baccalaureate units, some of which are specific courses and others which are approved electives. Any portion of the preliminary credential program completed after the bachelor's degree counts toward these thirty units. The Credential Preparation Office must approve all courses used for the thirty units.

SPECIFIC CLEAR CREDENTIAL REQUIREMENTS

1. Thirty (30) units of coursework to be completed within five years from date of issuance of the preliminary credential. (All approved coursework completed after receipt of the baccalaureate may be applied to this requirement.)

2. HSCI 435 (Multiple Subject candidates) or HSCI 436 (Single Subject candidates) 3 units

3. Completion of Special Education Training (choose 1 option) 4-6 units

OPTION A

SPED 401 Special Education Training for Teachers (4)

OPTION B

Required course:
SPED 400 Introduction to Exceptional Pupils (3)

AND

Choice of one course from these:
SPED 500 Instruction of Exceptional Pupils (3)
SPED 502 Assessment and Evaluation for Exceptional Children and Youth (3)
E ED 560 Individualizing and Personalizing Curriculum
S ED 513 Individualizing Instruction in the Classroom (3)

OPTION C

(Available only for candidates with a single subject credential in Art.)

ART 480 Art of Exceptional Pupils (3)

4. Multi-Cultural requirement - One course from Category B and one course from Category C. Consult the Credential Preparation Office for a list of acceptable courses. (May be taken prior to admission.) 6 units

5. Language Development & Disorders - MULTIPLE SUBJECT ONLY Candidates for the clear credential must complete CD 361 Language Development in Children or CD 462 Language Development and Language Disorders. (May be taken prior to admission.) 3 units

6. Computer Education - Candidates for the clear must complete either E ED 513 or S ED 514. 3 units

7. Grade Point Average - Candidates must have a GPA of 2.75 for all coursework used for the clear credential.

SPECIFIC COURSE TOTALS:

Multiple Subject:	19-21 units
Single Subject:	16-18 units

Note: The initial credential may be either a preliminary or a professional clear credential. Candidates should apply for whichever one they qualify for first.

MULTIPLE SUBJECTS WAIVER PROGRAM

LIBERAL STUDIES MAJOR—ADVISEMENT FORM

(effective for entering freshmen Fall 1984)

School of Humanities—California State University, Northridge

Plan C

Name ______________________ File number ______________________

Address ______________________ For office use:

City______________ Zip__________ Major______________ GPA__________

Phone ______________________ Cr. Candidate ______________________

Transfer ______________________ Grad Check sent______ Clearance sent______

Course Requirement	Units	Requirement Met Course # and Institution		Units	Grade	Date
I. BASIC SKILLS COMPONENT — 6 units A. Introductory Composition: ENGL 155, CHS 155, or PAS 155	3					
B. Critical Reasoning: PHIL 100 or 200	3-4					
II. ENGLISH COMPONENT — 15 units A. Introduction to Literature: ENGL 255, CHS 201, or FLIT 295A or 295B	3					
B. Communications: SPC 151, 225, or 309, CHS 151 or PAS 151	3					
C. Advanced Composition: ENGL 305 or 406, or SPC 321	3					
D. English Language: ENGL 302	3					
E. Upper Division Literature: Select option 1 or 2 1. Credential Candidates: Select one course from ENGL 360, 431, 443, 449, 456, 458, 460, 461, 473, 474, 475, 462, or 476, CHS 380; PAS 344; or FLIT 423 (ENGL 423), FLIT 424 (ENGL 424), FLIT 480 (ENGL 480), FLIT 485 (ENGL 485), FLIT 486 (ENGL 486), FLIT 488 (ENGL 488), or FLIT 489 (ENGL 489). (If ENGL 255 was not selected from II.A, then student must confine choice in this section to one of the ENGL courses, but not those ENGL courses cross-listed with FLIT courses.) 2. Non-credential students: An appropriate upper division literature course to be chosen by the student with prior approval of an adviser.	3					
MATHEMATICS AND SCIENCE COMPONENT — 18 units A. Mathematics and Critical Reasoning: Select option 1 or 2 1. Credential Candidates: MATH 210 and 310	3					
2. Non-credential students: Select 6 units from General Education: A-3	3					
B. Biological Science: BIOL 100 or 101	3-4					
C. Physical Science: PHSC 150, CHEM 103 or 105, or PHYS 100A or 160	3					
D. Earth Science or Astronomy: Select three units from GE:B-2	3					
E. Science Lab	0-1					
F. Science or Mathematics elective	2-3					
IV. SOCIAL SCIENCE COMPONENT — 21 units A. Western Civilization: HIST 150	3					
HIST 151	3					
B. Lower Division Social Science: Select one course each from two categories below (Credential candidates must take GEOG 150.) 1. Anthropology: ANTH 152	3					
2. Geography: GEOG 150 or 201 3. Political Science: POLS 150, 225, or 250 4. Sociology/Psychology: SOC 150 or PSY 150	3					
C. Upper Division Social Science: Select one course each from two categories below; one course must be in a category not taken in sections IV.A and IV.B. 1. Anthropology: ANTH 304, 305*, or 345, or CHS 401 2. Economics: ECON 300	3					
3. Geography: GEOG 301, 321, or 330 4. History: HIST 305, 346, or 350, CHS 345, or PAS 366 5. Political Science: POLS 310 or 441 6. Sociology/Psychology: (Non-credential students only): SOC 305*, or 312, or PSY 302, 310, 345, 370, or 413 *Students cannot take both SOC 305 and ANTH 305	3					
D. Multi-Cultural Studies: Select option 1 or 2 1. Credential Candidates: Select one course from [A] or [B]. (If a multi-cultural course is selected from [A] in the Social Science Component, a multi-cultural course must be selected from [B] in the Humanities Component, or vice versa.) [A] CHS 246, 260, 270, 360, 361, 405, 471, or 473 [B] ANTH 101, HSCI 231; PAS 201, 220, 221, 320, 322, 324, 361, or 420, POLS 197 or 297, RS 210 or 378, or SOC 203, 305, 335, or 390 2. Non-credential students: Select one social science course from GE:F-2 or	3					

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V. HUMANITIES COMPONENT — 18 units A. Appreciation of the Fine Arts: Select one course each from 1 and 2 below. 1. HUM 101, MUS 105, ARTG 105 or 205, ARTH 110 or 111, TH 110*, CHS 111, or PAS 246	3					
2. HUM 301 or 302, MUS 307, ARTG 305, TH 310*, CHS 310, or PAS 447 *Students cannot take both TH 110 and TH 310.	3					
B. Ideas and Issues in the Humanities: Select one course each from 1 and 2 below 1. HUM 105 or 106, PHIL 150 or 160, RS 100, or PAS 282	3					
2. HUM 311, 312, 313, 314, or 315, or an appropriate upper division Philosophy or Religious Studies course chosen by the student with approval of an adviser, or CHS 350 or 351, or PAS 382, 465, or 482	3					
C. Multi-Cultural Studies: Select option 1 or 2 1. Credential Candidates: Select one course each from a and b below. a. Select one course from [A] or [B]. (If a multi-cultural course is selected from [A] in the Social Science Component, a multi-cultural course must be selected from [B] in the Humanities Component, or vice versa. [A] CHS 100, 245, 346, 445, or 470, or HIST 487 [B] ARTG 479, ARTH 401, ENGL 311, HIST 349, 355, 370 or 371, JOUR 371 or 372, MUS 109, PAS 244, 245, 272, 337, or 386, PHIL 348, SPC 235, 356, or 435, or WS 200 or 300	3					
b. Select one Social Science or Humanities course from GE:F-2 or an approved GE foreign language course. 2. Non-credential Students: Select one course each from a and b below. a. A humanities course selected from GE:F-2 or GE: F-3. (If an F-2 course is selected in the Social Science Component, an F-3 course must be selected in the Humanities Component, or vice versa.) b. Humanities elective: foreign language, or applied fine arts (select from art, creative writing, dance, music, or theatre, with prior approval of an adviser.)	3					
VI. CONCENTRATION — 9 units A. Credential Candidates: Select one course each from three of the four categories. 1. ARTG 380A	3					
2. ENGL 428 or CHS 480 3. MUS 361 4. TH 370 or 371, SPC 305, PE 314, or CHS 416	3					
B. Non-credential Students: Combine the nine units in the concentration with the nine units in the Special Field and, with prior approval of an adviser, select courses that focus on (1) a single subject in any of the departments or established interdisciplinary programs on the approved Special Field list, or (2) the interdisciplinary study of a theme chosen by the student.	3					
VII. SPECIAL FIELD — 9 units Nine units of upper division courses in one subject to be chosen with approval of	3					
an adviser. If mathematics or a science is selected, lower division courses may be	3					
used. If a foreign language is selected, three units of lower division work may be used.	3					
B.A. REQUIREMENTS A. Title V: 1. U.S. History						
2. Constitution, Government (U.S. and Calif.)						
B. G.E. Completion 1. Credential Candidates: HSCI 435 or PE 470						
2. Non-credential students: Section E of G.E.						

Note: The WAIVER PROGRAM for the Multiple Subject Teaching Credential is comprised of Components II through V (with credential options) plus sections I.A and VI.A for a total of 84 units. The Liberal Studies MAJOR is comprised of Components I through VII for a total of 96 units.

ADVISEMENT:

Joan
✓ Gayle
File
[illegible]

California State University, Northridge
Liberal Studies Program

THE LIBERAL STUDIES MAJOR
CREDENTIAL AND NON-CREDENTIAL OPTIONS
PLAN E, (for incoming freshmen in 1991-92)

COURSE CRITERIA

I. LANGUAGE ARTS

A. Basic Skills

1. Freshman Composition (3 units)
A course introducing students to the process of planning, writing, and revising expository essays and to the process of reading expository prose accurately and critically. The course should cover basic conventions of written English and basic library research skills. The course should also provide instruction and practice in formulating clear central ideas and in organizing and supporting these ideas. The course must meet the University's General Education requirement in written composition.

2. Critical Reasoning (3-4 units)
A course examining the relationship between logic and language and introducing students to the concepts essential to the identification, analysis, and evaluation of arguments with attention to deduction, induction, and common fallacies. The course should include instruction on the applications of critical reasoning to effective reading and writing. The course must meet the University's General Education requirement in critical reasoning.

3. Speech Communication (3 units)
A course focusing on the principles of rhetoric and communication as applied to public speaking. The course should require intensive practice in speaking and the attainment of the ability to present thoughts in a clear, orderly, and cogent manner to a public audience. The course must meet the University's General Education requirement in oral communication.

B. Literature

1. Introduction to Literature (3 units)
An introductory course providing a study of the genres of imaginative literature--prose fiction, poetry, and drama--with special emphasis on the relationship between form and theme. The course should require intensive analysis of literary works and the writing of several evaluative papers with the goal of developing the student's critical appreciation of literature. The course must carry a freshman composition course as a prerequisite. As long as the course provides the broad coverage described above, it may focus on the literature of a major ethnic minority group in the United States or on a major region of the non-Western world (i.e. Latin America, Africa, or Asia).

2. Upper Division Literature (6 units)
Two upper division courses which build upon the knowledge and skills acquired from the introductory literature course and which focus on a particular genre, time period, culture, or point of view. Each course will further develop the student's evaluative and critical approaches to the study of literature, in part through writing papers and essay tests. One of the two courses selected by the student must focus on the literary heritage of African-Americans, Chicanos, or Asian-Americans.

C. Grammar (3 units)
An upper division course on the structure of American English with analysis of the basic grammatical elements, including sounds, words, parts of speech, and sentences. The course should include instruction in the applications of this subject matter to the teaching of English and the language arts, e.g. reading, writing, speaking, literature, spelling, and vocabulary.

D. Upper Division Composition (3 units)
An upper division intermediate or advanced course in written composition that extends the skills learned in Freshman Composition. The course should include the development of variety and effectiveness in sentence and paragraph structure, the use of rhetorical modes to organize long papers, the uses of invention for personal writing, and the use of library research methods. The course should include assessment strategies and criteria.

E. Foreign Language (3 units)

An intermediate (200-level) foreign language course that carries a prerequisite of the second college semester of an introductory-level course (or its equivalent) in the same foreign language. Any foreign language may be covered.

II. MATHEMATICS AND NATURAL SCIENCE

A. Mathematics (Credential Option)

1. The Real Number System (4 units)

   A 3-unit course in the structure of the system of real numbers as encountered in elementary mathematics, including operations with integers and rational numbers, number theory, exponents, problem solving, fundamental set operations and the historical development of systems of numeration. An accompanying 1-unit laboratory should provide experience in working with the computer, use of the calculator as a tool in problem solving, scientific notation, and use of concrete models in elementary mathematics.

2. Geometry, Probability, and Statistics (4 units)

   An introductory 3-unit course in the fundamentals of geometry, probability, and statistics. Topics in geometry should include congruence through constructions, transformational geometry, metric geometry including the metric system. Topics in probability and statistics should include theoretical and experimental probability, use of trees and diagrams, odds, conditional probability, graphing, measures of central tendency and dispersion. An accompanying 1-unit laboratory should provide experience in using the computer as a tool in geometry with an introduction to LOGO, using the computer in probability simulations, and using models to explore geometric concepts.

A. Mathematics (Non-Credential Option) (3-5 units)

An introductory course in college mathematics above the level of intermediate algebra. The course must meet the University's General Education requirement in Mathematics.

B. Biology (4 units)

An introductory 3-unit course, preferably designed for non-science majors, on the main concepts in biology at the cellular, organismal, and population levels. An accompanying 1-unit laboratory should provide experiences in introductory biology with emphasis on biological methods and principles, including the natural environment and the impact of humans on it.

C. Physical Science (4 units)

An interdisciplinary 3-unit introductory course addressing significant concepts in physics and chemistry with emphasis on both theory and practical applications of the scientific method. An accompanying 1-unit laboratory should provide experiences to enable visualization and application of concepts in physical science with emphasis on problem solving and laboratory skills acquisition.

D. Earth Science (Credential Option) (4 units)

An upper division 3-unit course integrating concepts from mainly physical geography and geology, with some limited attention to meteorology, oceanography, and hydrology. An accompanying 1-unit laboratory should provide activities for practical and applied understanding of earth science concepts and topics.

D. Earth Science or Astronomy (Non-Credential Option) (4 units)

A 3-unit course introducing the student to one of the major earth sciences (physical geography, geology, meteorology, oceanography) or astronomy. An accompanying 1-unit laboratory should provide activities for practical and applied understanding of the concepts and topics of the science.

E. Integrative Science Laboratory (Credential Option) (1 unit)

An upper division laboratory course serving as an integrative capstone for the natural sciences. The course should provide direct experiences in the application of scientific concepts through student presentation of demonstrations.

E. Applied Science (Non-Credential Option)

1. Technology (3 units)

   A course that introduces the student to the technology of the modern world. The course should include, if not focus on, the role of computers in our society.

2. Health Science (2-3 units)

   A course that introduces students to the major health problems affecting individuals and society. The course may be gender-focused.

III. SOCIAL SCIENCE

A. World

1. World Geography (3 units)

   A broad-based course in the discipline of geography, focusing on major spatial features and issues created by the human occupation of the earth's surface. The contemporary scene should be viewed with at least some historical perspective.

2. Roots of European Society and Culture (Credential Option) (3 units)
   European Society and Culture (Non-Credential Option) (3 units)

   For the Credential Option: a course on the early (pre-1500) history of the Western world, with coverage of at least the major historical events from the beginnings of civilization in the Near East through the ancient Greek and Roman periods including contact and comparison with non-Western civilizations. For the Non-Credential Option: a course on either the pre-1500 or post-1500 history of the Western world, with coverage of the major historical events including contact and comparison with non-Western civilizations.

3. African, Asian, and Latin American Society and Culture (3 units)

   An international cross-cultural course in the Social Sciences, providing a non-Western (i.e. Latin American, African, and/or Asian) socio-cultural and historical perspective, covering a major culture area of broad regional or continental size. For the Credential Option, coverage of the ancient civilizations in the region should be included. For the Non-Credential Option, a focus on either the early history or the modern history is acceptable.

B. United States

[One, but not both, of the two courses selected in this section must focus on a major ethnic minority group (African-American, Asian-American, or Chicano).]

1. History (3 units)

   An historical survey of the major political, social, intellectual, economic, and cultural events of the United States. The course in the Credential Option must cover, but need not be restricted to, the period from pre-Columbian times to the mid-19th century; the course in the Non-Credential Option may cover the entire span of U. S. history or may focus on either the pre-Civil War period or the post-Civil War period. The course should provide equitable and solid coverage of not only the majority but also the significant minority (ethnic/racial/gender) populations during this period. The course must meet the University's Title V Institutions and Ideals requirement in American history.

2. Government (3 units)

   A course analyzing the development, structure, and functioning of the government of the United States and California, emphasizing the roles of not only the majority but also the significant minority (ethnic/racial/gender) populations in the United States and California. The course must meet the University's Title V Institutions and Ideals requirements in the Constitution of the United States and in state and local government.

C. California (3 units)

A lower or upper division course on the history and geography of the state of California. The historical coverage must be from pre-Columbian times to the present, and the geographical coverage must be the entire state. If it is a history course, significant geographical content must be present; if it is a geography course, significant historical content must be present.

D. Integrative Social Science (3 units)

An upper division integrative course that investigates academic issues that transcend individual disciplines. The course should examine the relationships between two or more social science disciplines, compare their differing forms of inquiry, and reveal major social science research methodologies. A substantial research paper should be required of each student.

IV. HUMANITIES AND VISUAL AND PERFORMING ARTS

A. Humanities

1. Philosophy (3 units)

   A lower or upper division course that introduces students to the central philosophical problems of knowledge, truth, and reality. The course should emphasize epistemological issues such as the concepts, structures, and theories of knowledge and the values, attitudes, and methods that guide and influence the acquisition of knowledge.

2. Ethics, Values, and Religion (3 units)

   A lower or upper division course that examines key issues of ethics, values, and religion. The course should incorporate multicultural, gender, and international perspectives and have a wide historical scope. The course should include an examination of ethical systems, how religions have defined what is ultimately important and enduring, and how these ethical and religious values have been expressed through rituals, symbols, and institutions. At the upper division, the course may focus on one of the major religions of the world or on the religious experiences of a particular major ethnic minority group in the United States. At the lower division, the course should be much broader in coverage, and, while a focus on the religions of the Western World or the Eastern World would be acceptable, a narrower focus would not be acceptable.

B. Visual and Performing Arts (6 units)

[At least one of the two courses selected in this section must be in the upper division, and no more than one of the courses may focus on the art, music, or theatre of an ethnic minority group or of Mexico.]

Lower or upper division courses that introduce students to the basic concepts of perception, history, interpretation, and criticism in the visual and performing arts disciplines of art, music, and theatre. Students should select two courses that together provide coverage of two or more of these disciplines. Each course should have the goals of heightening the students artistic perception and developing the student's aesthetic values. A studio or performance component may be included if it facilitates these goals. As long as the course provides the coverage described above, it may focus on the art, music, or theatre of a major ethnic minority group in the United States or on a major region of the non-Western world (i.e. Latin America, Africa, or Asia).

V. THE CHILD (Credential Option)

A. Visual and Performing Arts and the Child (9 units)

Three upper division courses that emphasize the importance of the visual and performing arts in the life and development of elementary school age children. Each course should aim to enhance the student's (1) aesthetic perception, (2) knowledge of the arts within historical and cultural contexts, (3) artistic skills and creative expression, and (4) aesthetic values and critical judgment. To facilitate these goals, each course should include a studio/laboratory component as well as a lecture/discussion component. Multicultural, gender, and international perspectives should also be provided in each course. The requirement should be structured so that through their selection of three courses, the students will receive intensive instruction in three of the four arts disciplines (art, dance, music, and theatre).

B. Children's Literature (3 units)

An upper division course on literature written for children. The course should aim to develop students' aesthetic, ethical, and cultural insights through study, discussion, and evaluation of works in various genres--folktales, fiction, poetry, drama, and biography. The course should reinforce students' understanding of literary concepts such as plot, character, theme, and style by applying them to works read. Though the course may emphasize the literature of a particular culture/ethnic group, a significant part of the course should expose students to the abundant multicultural literature available for and about children from other ethnic and/or national backgrounds.

C. Physical Education for Children (3 units)

An upper division course on physical education that emphasizes physical fitness and movement skills of elementary school age children. The course should include an observation and activity/laboratory component.

D. The Ethnic Child (3 units)

An upper division course that focuses on the social and psychological growth and development of the Chicano, Black, or Asian-American child. This course must meet the University's multicultural requirement for credential candidates, section A.

E. Child Development (3 units)

A lower or upper division course that deals with the study of intellectual, social, physical, moral, and emotional development during childhood, with an emphasis on the elementary school age child.

F. Field Experience in the Public School (2 units)

An upper division practicum-type course that requires prospective teachers to work with and observe children in a public school setting. The course should relate directly to one or more of the academic subjects commonly taught in the elementary schools and focus on how children learn that subject matter. The course should require at least 45 hours of field time (thereby meeting the early field experience requirement for admission to the University's Teacher Education Program), carry a prerequisite of the subject matter course in the major to which it is most closely related, and include on-campus meetings with a university instructor and possibly seminar meetings with the other students enrolled in the course. This two-unit requirement may be met with one enrollment in a 2-unit course, two separate enrollments in the same 1-unit course, or two enrollments in two different 1-unit courses.

V. INTERDISCIPLINARY CONCENTRATION (Non-Credential Option) (12 units)

A 12-unit package of courses that provides an interdisciplinary study of a particular subject, such as a single geographical region, a particular group of people (defined by a common culture, gender, or age-category), a broad category of science, or a particular category of human endeavor or behavior. The courses allowed in each concentration should be prescribed, and, when appropriate, students may be given limited choices of courses. The courses should normally be in the upper division, unless otherwise justified. Where possible, the courses should roughly define the range of content of the subject.

VI. CONCENTRATION (Credential Option) (12 units)

A 12-unit package of prescribed courses that provides the student with a depth of understanding in a particular discipline or subject area that is commonly taught in elementary school. The courses in each package must be coherently related to each other with the aim of defining the range of content, the basic methodological and philosophical structure, and the ethical dimensions of the discipline or subject area. The courses should normally be in the upper division, unless otherwise justified. Each concentration should include a capstone or seminar course which requires the production of a significant research paper or other comparable project.

VI. DISCIPLINARY MINOR (Non-Credential Option) (18-42 units)

A package of courses that requires in-depth study of a category of reality from a single disciplinary perspective, with its prescribed and proven set of methodologies and paradigms. These courses should provide the student with a field of specialization in one of the traditional liberal arts disciplines. The student must complete a University-approved departmental minor from one of the following disciplines: Anthropology, Art, Biology, Chemistry, Classics, Computer Science, Economics, English, French, Geography, Geology, German, History, Italian, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Russian, Sociology, Spanish, Speech Communication, and Theatre. Excluded are the professional and technical programs; they fall outside of the liberal arts realm because of their highly specialized and often applied nature designed to meet the specific requirements of technical or professional training.

California State University, Northridge
Liberal Studies Program

MULTIPLE SUBJECTS WAIVER PROGRAM

LOWER DIVISION COURSE REQUIREMENTS FOR LIBERAL STUDIES MAJOR (CREDENTIAL OPTION) AT CSUN THAT CAN BE COMPLETED AT L. A. MISSION COLLEGE

For Students Who Are Able to Complete B. A. Degree Prior to September 1994 and Who Can Claim "Catalog Rights" to 1990-91 or Earlier (Liberal Studies Major, Plans C and D)

(Based on 1990-91 Articulation Agreement)

Lower Division Requirements: (18 courses, minimum of 54 units)

1. Introductory Composition: ENGL 101
2. Critical Reasoning: PHIL 6 or 9
3. Introduction to Literature: ENGL 102, 203, or 204
4. Communications: SPC 101
5. Mathematics: MATH 215
6. Biological Science: BIOL 3
7. Physical Science: CHEM 3, 11, PHSC 1, PHYS 6 or 12*
8. Earth Science or Astronomy: ASTR 1 or GEOG 1
9. Mathematics or Science Elective: Any transferable Math or Natural Science course, (minimum of 2 units)
10. History of Western Civilization I: HIST 1
11. History of Western Civilization II: HIST 2
12. World Geography: GEOG 2
13. Other Social Science: ANTH 102, POLS 7, PSY 1, or SOC 1
14. Appreciation of Fine Arts: ART 101, 102, 103, HUM 30, MUS 111, TH 100 or 110
15. Ideas and Issues in Humanities: PHIL 1 or 20
16. International Cross-Cultural Studies: HIST 5, 6, 19, PHIL 22, 23, POLS 8, 9, FREN 1, 2, 3, 4, ITAL 1, 2, SPAN 1, 2, 3, 4, or 10
17. Title V United States History: HIST 11, 12, 43, or 44**
18. Title V United States and California Government: POLS 1**

* Since BIOL 3 includes a required lab, and since only one science lab is required in the program, the Physical Science course selected does not have to have a lab.

**Requirements 17 and 18 are not included in the Liberal Studies major or waiver program, but are required for the B. A. degree at CSUN.

For Students Who Will Be Completing B. A. Degree After September 1994 and/or Who Claim "Catalog Rights" to 1991-92 or After (Liberal Studies Major, Plan E)

(Based on Proposed Articulation Agreement for 1991-92)

Lower Division Requirements: (18 courses, minimum of 58 units)

1. Freshman Composition: ENGL 101
2. Critical Reasoning: PHIL 6
3. Speech Communications: SPC 101
4. Introduction to Literature: ENGL 102, 203, or 204
5. Foreign Language: FREN 3, 4, SPAN 3, 4, 5, or 6
6. Mathematics: MATH 215
7. Biology: BIOL 3
8. Physical Science: PHSC 1 and PHSC 14
9. World Geography: GEOG 2 or 7
10. Roots of European Society and Culture: HIST 1
11. African, Asian, and Latin American Society and Culture: SPAN 10
12. United States History: HIST 11 (cannot be taken with POLS 1) or 43*
13. United States Government: POLS 1 (cannot be taken with HIST 11)*
14. California History and Geography: GEOG 14 or HIST 20
15. Philosophy: PHIL 1
16. Ethics, Values, and Religion: PHIL 2, 20, 22, or 23
17. Visual and Performing Arts: ART 101, 102, 103, MUS 111, or TH 100
18. Child Development: CH DEV 1

* One of the two courses in U. S. History and Government must focus on an ethnic minority group; therefore, if POLS 1 is taken for requirement 13, student must limit selection for requirement 12 to HIST 43. In Plan E of the Liberal Studies major, the Title V American Institutions requirements are included within the program.

3/22/91

SINGLE SUBJECTS WAIVER PROGRAM

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

SINGLE SUBJECT

APPROVED EXAMINATION WAIVER STATUS PROGRAMS*
1985-

Subject Category	Waiver Status Program
Art	Art
Business	Business Education
English	English
"	Speech Communication
"	Theatre
Foreign Languages	French
" "	German
" "	Spanish
Health Science	Health Science
History	History
Home Economics	Home Economics
Life Science	Biology
Mathematics	Mathematics
Music	Music
Physical Education	Physical Education
Physical Science	Chemistry
" "	Physics
Social Science	Chicano Studies
" "	Geography
" "	History
" "	Pan African Studies
" "	Political Science
" "	Urban Studies

*Credential candidates not completing an approved waiver program will be required to pass the appropriate National Teacher Examination. Candidates should check the catalogue, the academic department or the Credential Preparation Office for the requirements of the waiver program.

STANDARDS OF QUALITY - WAIVER PROGRAM

MULTIPLE SUBJECTS WAIVER PROGRAMS

Standards of Program Quality

State of California

Commission on Teacher Credentialing

March 1988

MULTIPLE SUBJECTS WAIVER PROGRAMS

Standards of Program Quality

Principal Authors:

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State of California

Commission on Teacher Credentialing

March 1988

COMMISSION ON TEACHER CREDENTIALING

Alice Petrossian, Chair

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March 1988

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Foreword

On September 19, 1987, Assembly Bill 1759 was signed into law. This bill by Assemblyman Steve Clute revised the coursework requirement for Multiple Subjects Waiver Programs. The law also authorized the Commission on Teacher Credentialing to establish and implement standards for the evaluation and approval of these programs. This report describes how the Commission developed the standards, presents the standards and quality indicators adopted by the Commission, and describes the process for approval of Multiple Subjects Waiver Programs.

On March 4, 1988, the Commission adopted the Standards of Program Quality for Multiple Subjects Waiver Programs that appear in Section 4 of this report. The Commission also adopted two changes in the Implementation Process that is described in Section 5. The timeline for implementation of the standards was moved back one year. The Commission also added a process for developing and approving alternate standards and quality indicators for Multiple Subjects Waiver Programs. The Commission decided to hold a public hearing to add the Standards of Program Quality to Title 5 of the California Administrative Code, and, the Commission authorized the dissemination of this report.

Table of Contents

Section 1 Introduction....................1
Reform of Multiple Subjects Waivers Programs....................4
Revision of the Laws Related to Multiple Subjects Waiver Programs....................8

Section 2 Review of Related Studies....................9
California Reports....................9
National Reports....................11

Section 3 Goals and Potential Impact of this Reform Effort....................13
A Vision of Elementary Education....................13
Subject Matter Preparation: The Well-Educated Teacher....................15
Potential Impact of this Reform Effort....................16
Potential Fiscal Impact of this Effort....................17

Section 4 Revised Standards of Program Quality for Multiple Subjects Waiver Programs....................19
Preamble....................19
Definitions of Key Terms....................21
Category I. Content of the Program....................24
  Standard 1. Philosophy and Focus....................24
  Standard 2. Character of Content....................25
  Standard 3. Required Subjects of Study....................26
  Standard 4. Depth of Study....................28
Category II. Essential Features of Program Quality....................29
  Standard 5. Varied Teaching Strategies....................29
  Standard 6. Integrative Study....................30
  Standard 7. Field Experiences....................31
  Standard 8. Ethnic, Gender, Cultural, and Handicapped Perspectives....................32
  Standard 9. Technology....................33
Category III. Coordination and Assessment of the Program....................34
  Standard 10 Coordination of the Program....................34
  Standard 11 Candidate Advisement....................35
  Standard 12 Assessment of Subject Matter Competence....................36

Section 5 Implementation Process....................37
Overview of the Implementation Plan....................37
Time Line for Implementing the Waiver Program Standards....................38
Development of Examples....................39
Multiple Subjects Waiver Program Conference....................39
Review Team Membership, Training, and Decisions....................40
Program Documents Prepared by Institutions....................41
Alternative Multiple Subjects Waiver Programs....................42
Evaluation of Programs for Continued Approval....................44
Long Range Plan for the Use of Program Standards in the Development of a New Assessment System....................44

Appendix Assembly Bill 1759 (Clute)....................45

Section 1

Introduction

The initial years of schooling influence the aspirations and achievements of all people. Early encounters with school subjects shape each child's subsequent academic successes and shortcomings. Interactions and relationships with teachers and classmates affect each young person's social growth and development. Communication skills, reasoning ability, physical capabilities, and personal character are also influenced by teaching and learning in elementary schools. The quality and effectiveness of elementary education are, therefore, of paramount importance to the public, and to education policymakers who serve public interests.

In most elementary school classrooms, one teacher is responsible for all (or nearly all) subjects of the curriculum. In some school districts, specialist teachers are still employed to move from classroom to classroom to teach particular subjects such as art, music, or physical education. The number of elementary specialist teachers has been declining in recent years, however, which has broadened the range of subjects that some elementary classroom teachers are responsible to teach. Even where specialist teachers are employed, elementary classroom teachers are expected to teach many subjects daily or weekly.

Classrooms in which one teacher is responsible for all (or nearly all) subjects are called "self-contained classrooms." In kindergarten and grades one through three, self-contained classrooms are universal, and they are extremely widespread in grades four through six. Some school districts continue to utilize self-contained classrooms in grades seven and eight. In September 1985, there were approximately 82,000 self-contained classrooms in California public schools.

The primary reason for the widespread use of self-contained classes is the prevailing assumption that young children need to identify with a single teacher who can nurture all aspects of their development and education. Whether the practice is justified or not, self-contained classroom teachers are expected to teach an enormous range of material, and to achieve a great variety of educational goals. Moreover, people commonly expect elementary school teachers to have an array of virtues and capacities that some "saints" may possess only partially!

The Ryan Act of 1970 established the Multiple Subjects Teaching Credential for prospective teachers of self-contained classrooms. Previous laws required elementary teaching candidates to earn General Elementary Teaching Credentials (prior to 1960) or Standard Elementary Teaching Credentials (prior to 1970). If two-thirds of the 82,000 self-contained classrooms are currently staffed by teachers who hold Multiple Subjects Credentials, then this credential is being used by more public school practitioners than any other credential issued by the Commission.

One of the legal requirements for earning the Multiple Subjects Credential is verification of subject matter knowledge. According to the Ryan Act, candidates can fulfill this requirement in two ways. First, a prospective elementary teacher can verify subject matter knowledge by passing a standardized examination that has been adopted by the Commission, and that encompasses English, social science, fine arts, general science, and mathematics. Alternatively, a candidate can "waive" the examination and qualify for the Multiple Subjects Credential by successfully completing a "Diversified Liberal Arts Program" that has been approved by the Commission.

To administer the first option of the law, the Commission for many years relied on the "Commons" Section of the National Teacher Examination (NTE). When this examination was replaced by Educational Testing Service in 1983, the Commission appointed an advisory panel to review the General Knowledge Test of the NTE Core Battery for possible adoption by the Commission. Based on their professional judgments regarding what elementary teachers should know, and based on the requirements of the law, the advisory panel judged the new exam to be acceptable for use as a certification requirement for elementary teachers in California. Based on the panel's advice, the Commission adopted the General Knowledge Test of the NTE Core Battery, and adopted a passing score on it. During the four-year period from 1982-83 through 1985-86, the Commission granted Multiple Subjects Credentials to 6,477 candidates who qualified by passing an examination adopted by the Commission.

To administer the second option of the law, the Commission approves "Diversified Liberal Arts Programs" in accredited colleges and universities throughout California. These programs are the primary subject of the present report. Sixty-five institutions currently offer Diversified Liberal Arts Programs. Not all institutions refer to the programs as "Diversified Liberal Arts Programs," however. For this reason, and because completion of an approved program "waives" the subject matter examination, the Commission has traditionally referred to these programs as Multiple Subjects Waiver Programs. This term will be used throughout the remainder of the report.

The law requires the Commission to review and approve three categories of preparation programs for prospective teachers. Multiple Subjects Waiver Programs comprise one of these categories. To provide a context in which to consider the role and status of Multiple Subjects Waiver Programs, the three categories of programs are defined below, and the manner in which the Commission reviews programs in each category is described.

Professional Preparation Programs are the first category of teacher education programs. These programs are offered in departments of education, and include student teaching in public schools. Professional preparation programs require no more than one year of full-time study, because of a statutory limitation. To determine the status of professional preparation programs, the Commission has adopted standards of program quality and effectiveness, which have been drafted and developed in consultation with teachers, administrators, teacher educators, school board members, and parents. The Commission implements its standards by appointing teams of teachers, administrators, education professors, and community members to evaluate professional preparation programs on the basis of the standards. For seventeen years the Commission has considered the evaluation and approval of professional preparation programs for teachers to be among its most significant functions.

Single Subject Waiver Programs are the second category of teacher education programs. Completion of a Single Subject Waiver Program "waives" a subject matter examination and qualifies the candidate for a Single Subject Teaching Credential. Single Subject Waiver Programs are similar to undergraduate majors, because they concentrate on the individual subjects that candidates plan to teach in departmentalized classrooms, which occur predominantly in secondary schools. The Commission requires each Single Subject Waiver Program to include forty-five semester-units of study in the subject to be taught, or in closely related fields. Forty-five semester-units are equivalent to one-and-one-half years of full-time study.

To determine the status of Single Subject Waiver Programs, the Commission in 1982 adopted program requirements in each subject that were based on statewide data regarding what subjects are commonly taught in departmentalized classes in California schools. The Commission subsequently appointed panels of teachers, professors and curriculum specialists in each subject, whose function was to review all proposed programs on the basis of their professional judgments regarding adequate and appropriate preparation for secondary school teaching. In the course of their reviews of programs, the panels developed criteria for program approval which the Commission also adopted. The Commission continues to rely on the professional judgments of these panels, and considers the approval of Single Subject Waiver Programs to be one of its most important responsibilities under the law.

Multiple Subjects Waiver Programs are the third category of teacher education programs, and are the subject of this report. These programs are expected to provide collegiate instruction in the subjects that are commonly taught in California elementary schools. Completion of a Multiple Subjects Waiver Program waives the subject matter examination, and usually occurs before the candidate enters a professional preparation program. Waiver programs are designed to provide content knowledge of the subjects to be taught, while professional programs are expected to introduce candidates to the functions of schooling, and to provide entry-level teaching skills.

Multiple Subjects Waiver Programs include 84 semester-units of study, which is equivalent to nearly three years of full-time study. The majority of prospective elementary teachers complete Multiple Subjects Waiver Programs at California State University campuses. For example, in 1985-86, 3,972 persons demonstrated their subject matter competence by completing waiver programs. Seventy-one percent (2,803) of these students completed waiver programs at California State University campuses; 24% (986) completed programs at private or independent colleges or universities; and less than five percent (183) completed programs at University of California campuses.

During the four-year period from 1982-83 through 1985-86, the Commission granted Multiple Subjects Credentials to 14,636 candidates who qualified for their credentials by completing waiver programs. This means that 70% of the prospective elementary teachers who attended college in California verified their subject matter knowledge by completing the Commission's approved programs of subject matter study, which represented almost three-quarters of their undergraduate preparation. Multiple Subjects Waiver Programs are thus among the most important programs that the Commission reviews. Moreover, the bases on which the Commission approves these programs are among the most significant policies that the Commission adopts. Despite the significance of Multiple Subjects Waiver Programs, for seventeen years the Commission has reviewed this category of programs much less systematically than professional preparation programs or Single Subject Waiver Programs. Prior to the enactment of AB 1759 (Clute), the Commission required that colleges and universities submit lists of the courses to be included in the programs, along with short "catalog" descriptions of the courses. The Commission's staff reviewed the course lists and descriptions to verify that the proposed programs complied with the requirements of state law. Prior to 1988, the Commission had not adopted standards related to the quality of Multiple Subjects Waiver Programs. Nor had the Commission appointed professional teachers, professors or curriculum specialists to review the programs or make recommendations to the Commission. The agency has never determined the status of Multiple Subjects Waiver Programs on the basis of educational standards or professional judgments. Instead, the agency has essentially neglected programs that are among the most important teacher preparation programs in California.

The present report culminates an effort by the Commission to adopt standards of program quality for Multiple Subjects Waiver Programs, and to initiate a professional review process for these programs in the future. The following section describes this reform effort by the Commission.

Reform of Multiple Subjects Waiver Programs

In 1981, the Commission staff reviewed the content of approved Multiple Subjects Waiver Programs. Staff analyzed the 112 programs that existed at 62 colleges and universities at that time. Two primary conclusions about subject matter programs for elementary teachers emerged from that review.

(1) There is some congruence between the titles of courses in approved programs and the legally required distribution of studies in those programs, but the congruence might be more apparent than actual because course descriptions are sketchy.

(2) The Commission has no evidence that the content of approved subject matter programs is congruent with the subjects that are commonly included in the elementary curriculum, or with the content of the Commission-adopted subject matter exam, or with the knowledge that elementary educators consider essential for prospective classroom teachers to possess.

Disturbed by these findings, the Commission directed the staff to complete a study of subjects that are commonly taught in elementary schools. To determine the degree of congruence between the approved programs, the adopted examination, and the subjects that elementary classroom teachers commonly teach, the staff surveyed 2,000 teachers who were selected randomly from all self-contained classroom teachers in California. The report of this research was entitled Subjects Commonly Taught in California Schools: Implications for Teacher Preparation and Certification. One of its principal conclusions was that improvements in the subject matter preparation of elementary teachers must occur if the effectiveness of the elementary school curriculum is to improve. In September 1985, the Commission discussed and adopted this report and authorized the appointment of an advisory panel to examine the subject matter preparation of elementary teachers and to recommend improvements in that preparation to the Commission.

The Advisory Panel, whose names appear on Page 6, discussed the Commission's research, examined the curriculum frameworks and model curriculum standards of the State Department of Education, met with several leading educators, including the Superintendent of Public Instruction, read several reports on elementary curriculum, and discussed official statements by several professional organizations representing teachers of particular subjects. As a result of their deliberations, the Panel submitted a Report of the Advisory Panel on the Subject Matter Preparation of Elementary Teachers. In the report the Panel presented its vision of "the well educated person," offered a set of standards of program quality, recommended several special features for subject matter programs, developed guidelines regarding each subject of preparation, offered one prototype of a model program, and proposed changes in law and regulations related to the subject matter preparation of elementary teachers. In September 1986, the Commission accepted the Panel's report, authorized its distribution, and invited subject matter organizations, professional organizations, school districts, colleges and universities to discuss its contents and express their views to the Commission.

From October 1986, through February 1987, the Commission's staff met with 235 persons who were interested in discussing the Advisory Panel's report. The staff also presented the Panel's recommendations to several organizations whose conferences were attended by 219 persons. All of the discussions and comments regarding the Panel's report were recorded by the staff in a third report to the Commission, entitled The Subject Matter Preparation of Elementary Teachers: Report of Meetings to Discuss The Advisory Panel Report.

The Commission discussed this third report in April 1987, and directed the staff to (1) conduct a survey of existing waiver programs for prospective elementary teachers, and (2) distribute the report to more than 600 individuals, including:

- Members of the Commission's Advisory Panel
- The Superintendent of Public Instruction
- The Office of the California State University Chancellor
- The Office of the University of California President
- Academic Senate Officers in the Public University Systems
- Academic Vice Presidents in the Three University Systems
- All Deans of Education and Directors of Teacher Education
- County and School District Superintendents
- Director, California Postsecondary Education Commission
- Managers of State Department of Education Curriculum Units
- All persons who attended one of the regional meetings
- All persons who requested a copy of the report

From April to July of 1987, the staff continued to confer with the Advisory Panel, as well as many interested constituents. They suggested changes in the standards, examples, and quality indicators, and commented on the proposed plan to implement the standards. Based on these recommendations, the staff prepared a fourth report, Elementary Subject Matter Preparation: Survey Results, Revised Standards and Proposed Implementation Plan. This report contained an updated analysis of the 109 approved programs at 65 colleges and universities, presented a revised set of standards along with proposed quality indicators for each standard, and offered a proposed implementation plan.

Advisory Panel on the
Subject Matter Preparation of Elementary Teachers

Marilyn Austin	Elementary Teacher	Novato Unified School District
Virginia Bartley	Elementary Teacher	East Whittier Unified SD
Marlowe Berg	Professor	San Diego State University
Orrilla Blanpied	Elementary Teacher	Newport-Mesa Unified SD
Marguerite Dawson-Boyd	Professor	St. Mary's College
Mark Cary	Elementary Teacher	Davis Unified School District
Elmer Clawson	Professor	University of the Pacific
Carolyn Cogan	Elementary Ed. Coord.	UC, Santa Barbara
Diane Conradson	Professor	San Jose State University
Alan Crawford	Professor	CSU, Los Angeles
Jane Curry	Principal	Hayward Unified SD
Pam Davies	Resource Teacher	Fresno Unified SD
James Deaton	Elementary Teacher	Long Beach Unified SD
Peggy Dressler	Parent	Modesto, California
Donna Eichelberger	Title VII Project Director	Glendale Unified School District
Robert Eustis	Principal	Stockton Unified School District
Glenn Fisher	Project Manager	Lawrence Hall of Science
Helen Fried	Director of Instruction	ABC Unified School District
Donald Gerth	President	CSU, Sacramento
Richard Graey	Special Ed Teacher	San Bernardino Unified SD
Alice Gresto	Elementary Teacher	Norwalk-La Mirada Unified SD
Deanna Hanson	Professor	CSU, Dominguez Hills
Robert Hoffpauir	Professor	CSU, Northridge
Elizabeth Joiner	Elementary Teacher	Sacramento City Unified SD
Karen Kent	TECC Director	Marin County Office of Education
Frances Klein	Professor	University of Southern Calif.
Jan Knight	Elementary Teacher	Walnut Creek School District
Pamela Kubasek	Elementary Teacher	Twain Harte School District
David Levering	Professor	Cal Poly, Pomona
Victoria Linden-Campos	Resource Teacher	Orange Unified School District
Sheila McCoy	Professor	Cal Poly, Pomona
Charlene Mathews	Principal	San Juan Unified School District
Pam Milchrist	Professor	CSU, Sacramento
Raymond Miller	Professor	San Francisco State University
Leslie Oliver	Elementary Teacher	Lodi Unified School District
Sharon Orrell	Coord. of Instr. Serv.	Hesperia Unified School District
Kiyono Quigley	Resource Teacher	Orange Unified School District
Christy Reinold	Elementary Counselor	Lodi Unified School District
Carolynn Reynolds	Professor	CSU, Chico
Claudia Richardson	Resource Teacher	Los Angeles Unified SD
William Ritz	Professor	CSU, Long Beach
Aloysia Rochon	Elementary Teacher	Oakland Unified School District
Lorna Round	Associate Superintendent	Los Angeles Unified SD
Janice Stafford	Elementary Teacher	Clovis Unified School District
Joan Vaupen	Resource Teacher	Santa Monica Unified SD
Judith Washburn	Professor	CSU, Los Angeles
Melinda Williams	Associate Director	Los Angeles Music Center
Jan Wright	Special Ed Teacher	Mt. Diablo Unified SD
Gail Yanai	Elementary Teacher	Los Angeles Unified SD
Gilbert Yee	Elementary Teacher	Fremont Unified School District
Jessie Yee	Project Facilitator	Oakland Unified School District

On September 4, 1987, the Commission adopted the implementation plan and authorized distribution of the standards and quality indicators for further discussion. In September 1987, the staff distributed 800 copies of the fourth report to interested constituents. The Commission also held two regional meetings, which 100 persons attended, to discuss the implementation plan, standards and quality indicators. In response to the fourth report, the Commission's office received 92 letters, which were presented to the Commission on March 3, 1988, and are available from the Commission office upon request.

The staff also met three times with an Advisory Committee that was assembled by the California State University Chancellor's Office, twice with representatives of the University of California President's office, and twice with representatives of the State Superintendent of Public Instruction.

On December 8, a review committee assembled in Sacramento to try to reach consensus on the proposed standards and quality indicators. This committee included the following persons.

Francie Alexander	Assistant Superintendent	State Dept. of Education
Mark Cary	Elementary Teacher	Davis Unified SD
David Cohen	Professor	CSU, Bakersfield
Marguerite Dawson-Boyd	Professor	St. Mary's College
Helen Fried	Director of Instruction	ABC Unified SD
David Greene	Director, Teacher Ed	CPU, Pomona
Alice Gresto	Elementary Teacher	Norwalk-La Mirada USD
Elizabeth Joiner	Elementary Teacher	Sacramento City USD
Nancy McDermid	Dean of Humanities	San Francisco St. Univ.
Jan Mendelsohn	Associate Dean	Office of CSU Chancellor
Lorna Round	Associate Superintendent	Los Angeles Unified SD
Randall Souviney	Administrator	UC, San Diego
Janice Stafford	Elementary Teacher	Clovis Unified SD

Many points of agreement were reached at this day-long meeting. The standards and quality indicators were amended by the review committee; a record of their deliberation is available from the Commission's office. The proposed standards in Section 4 of this document reflect the consensus of the review committee, as well as many recommendations by the CSU Chancellor's Advisory Committee, the UC President's Office, and the Superintendent's staff.

In summary, the proposed Standards of Program Quality for Multiple Subjects Waiver Programs underwent 14 printed revisions. Hundreds of interested persons contributed to the development of the standards during 1986-87 and 1987-88. The standards were the subject of much discussion and compromise. The level of commitment by all participants speaks to the importance that these people attached to the subject matter preparation of elementary teachers.

Revision of the Laws Related to Multiple Subjects Waiver Programs

Section 44314 of the Education Code was originally enacted in 1968 to govern the approval of Multiple Subjects Waiver Programs. By 1987, this statute had become out-of-date. Section 44314 also did not allow sufficient flexibility to colleges and universities to design imaginative programs, and did not authorize the Commission to review programs based on standards of quality.

The 1968 law required programs to consist of exactly 84 semester units (or equivalent quarter units), which were equally divided into four subject areas. The statute also had become out-of-date in relating to the elementary school curriculum. It omitted some subjects like physical education and earth science that elementary teachers often teach.

As a result of the perceived shortcomings in this statute, the Commission sponsored AB 1759 (Clute) in 1987. With the support of several subject matter organizations, this bill was passed by the Assembly and Senate (including four committees) without one negative vote. On September 19, 1987, Governor Deukmejian signed AB 1759, which became Chapter 832 of the Statutes of 1987.

Education Code Section 44314, as amended in 1987, states:

> *44314. A "diversified" or "liberal arts" program is any program that has been approved by the commission on the basis of standards adopted by the commission.*
>
> *(a) An approved program shall consist of a minimum of eighty-four (84) semester-units, or equivalent quarter-units, including, but not limited to, language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development.*
>
> *(b) The commission shall establish standards for "diversified" or "liberal arts" programs, or equivalent programs that waive the subject matter examination for multiple subjects instruction.*

AB 1759 also requires that the Commission "shall adopt standards and promulgate regulations to implement this act on or before July 1, 1988, after which the Commission shall begin to review and approve diversified or liberal arts programs on the basis of the standards and regulations." The Standards of Program Quality in Section 4 of this report are designed to fulfill the mandate of AB 1759. The complete text of AB 1759 may be found in the Appendix at the end of this report.

Section 4 of this report was approved by the Commission on March 4, 1988. The staff has begun the process of adding the Standards of Program Quality to the California Administrative Code, Title 5. Regulations will be brought to the Commission for approval at a public hearing in the Summer of 1988.

Section 2

Review of Related Studies

During the 1980's, many reports have called for reform of schooling in general and teacher preparation in particular. The Commission's staff has kept abreast of the proposals emanating from the various reform efforts, and has incorporated many of their recommendations in the Multiple Subjects Waiver Program Standards. To provide a context for the standards in Section 4, the following pages review the recommendations in selected reports that pertain to the subject matter preparation of prospective teachers.

California Reports

In 1986, Chancellor Anne Reynolds of the California State University initiated a process to improve the education of prospective teachers within the CSU system. One purpose of this initiative was to make teacher preparation an all-university responsibility rather than resting solely with schools of education. Chancellor Reynolds pointed out "that most (80%) of the postsecondary education of prospective teachers takes place in schools and departments of the university other than the School of Education."

In the past two years, Chancellor Reynolds has issued a series of executive orders and initiatives to support and encourage the improvement of teacher preparation programs. One example is an executive order which requires each CSU campus to assess the subject matter competence of prospective teachers. Another is a requirement for early field experiences for prospective teachers. These initiatives served as a source of ideas for the Commission's staff as the Standards of Program Quality were being developed. In Section 4, the Commission has included standards that complement the work of the Chancellor's office.

In June 1986, the University of California Task Force on Lower Division Education issued its report on Lower Division Education in the University of California. The Task Force, chaired by Professor Neil Smelzer, pointed out the dangers of the "spiraling of knowledge that is increasingly technical, specialized, and fragmented. These developments have raised questions if not posed threats to the general mission of the University by tilting it in the direction of vocationalism, specialization, and science at the expense of the liberal arts and humanistic learning".

The Task Force suggested several ways to confront these challenges, including:

- Campuses should develop and offer general education courses of an integrative or synthetic character in both their lower and upper divisions.
- Campuses should develop curricular changes and other policies that enhance the international, multicultural, and global learning experiences of students.

- Departments should assign their most brilliant and effective teaching faculty, regardless of title and rank, to large, introductory lower division courses.

In July 1987, the Commission for the Review of the Master Plan for Higher Education issued The Master Plan Reviewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education. The recommendations of the Master Plan Commission, particularly Recommendation 13--The Mission of the Undergraduate Curriculum, and Recommendation 4--Transfer from Community Colleges, are consistent with several of the Standards of Program Quality for Multiple Subjects Waiver Programs, specifically those standards related to the Content of the Program and Essential Features of the Program (Pages 24-33). Among the Master Plan Commission's statements and recommendations were the following:

- The undergraduate curriculum, particularly at the lower division level, is frequently fragmented and incoherent. General liberal arts and sciences education has been lost in this era of undergraduate specialization. Teaching is often neglected, and faculty and teaching assistants are not trained to teach.
- General education has been neglected in the undergraduate curriculum. The purpose of undergraduate education is to prepare students to lead full, productive, and useful lives and the flexibility to adapt to changing economic and social conditions, new work-force needs, and demands of a multicultural society. General education must, therefore, help students to develop critical thinking, creativity, adaptability, and intellectual flexibility. The experience must draw not only on western historical and philosophical traditions, but also on the traditions of the broader world community and California's new citizens. It must provide the foundations of scientific theory and methods and the ideas, issues, and controversies of technology. Ultimately, it should create common cultural frames of reference that are civilizing influences on society as a whole. It should include language study and instruction in the thought and history of other cultures. And it should teach the value and importance of public service.

Because as many as 70% of the students who complete a Multiple Subjects Waiver Program begin their college education in a community college, links between community colleges and four-year institutions need to be strong. Standard 11 in Section 4 of this report relates to the need to facilitate transfers from community colleges to four-year institutions. In Recommendation 4--Transfer from Community Colleges, The Master Plan Commission made the following recommendation.

- The University of California and the California State University shall require students who are not regularly eligible for admission as freshmen (other than those admitted under special provisions) to complete the intersegmentally developed transfer core curriculum at a Community College. Those who complete the required courses with the requisite grade point average shall then be assured access to the California State University system or the University of California system as transfer students with full degree credit for that coursework.

> The Board of Governors of the California Community Colleges shall have the authority and responsibility to guarantee that all Community College students have access to courses that meet the lower-division baccalaureate degree requirements of California public universities. The Board, with the cooperation of the University of California Regents and the California State University Trustees, shall make sure that students are clearly and fully informed as to which Community College courses and units are transferable and that requirements in the Community Colleges correspond to the requirements for, entry to, and success in, upper-division coursework.
>
> The governing boards of the University of California, the California State University, the California Community Colleges, and the Association of Independent California Colleges and Universities and the State Board of Education shall be accountable for the implementation of formal systemwide articulation agreements and comparable course numbering systems within and among the segments as developed through the articulation mechanism to be established by the California Education Round Table.
>
> The Governor and Legislature shall provide the financial support necessary for the Community Colleges to offer comprehensive transfer programs and supporting services essential to an effective transfer function.

National Reports

Several of the national reports on educational reform have recently made a strong case for the importance of teachers to be well-educated with extensive subject matter preparation. A Nation at Risk by the National Commission on Excellence in Education emphasized the importance of a liberal education.

> Knowledge of the humanities ... must be harnessed to science and technology if the latter are to remain creative and humane just as the humanities need to be informed by science and technology if they are to remain relevant to the human condition.
>
> In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life. Also at the heart of the Learning Society are educational opportunities extending far beyond the traditional institutions of learning, our schools and colleges. They extend into home and workplaces; into libraries, art galleries, museums, science centers; indeed, into every place where the individual can develop and mature in work and life. In our view, formal schooling in youth is the essential founda-

> tion for learning throughout one's life. But without life-long learning, one's skills will become rapidly dated.

The Holmes Group, a consortium of education deans and academic officers from major research universities across the nation, stressed the importance of strong undergraduate education in teacher preparation. The Carnegie Forum on Education and the Economy emphasized the importance of subject matter knowledge and recommended that subject matter competence be assessed.

American Memory, a report sponsored by the National Endowment for the Humanities, also underscored the importance of content knowledge for future teachers. The Report referred to teachers as the transmitters of our culture, and offered this observation on the training of teachers.

> Securing and sustaining good teachers will require commitment from humanities faculties at colleges and universities. Future teachers must be of concern to them in a way they have not always been in the past. Observed Iowa teacher Richard Peters, "In college I was taught in very fine manner by my history teachers, but none of them felt that what I was going to do was important. They wanted to prepare me for graduate school, which was fine, but I wanted to be a high school teacher."
>
> The ongoing intellectual lives of teachers must also be of concern to institutions of higher education. Faculty at many colleges and universities have taken part in programs that bring them together with teachers in classrooms, seminars, and institutes. Reports of these experiences are almost universally positive: Teachers profit from time spent studying the *Odyssey* or *Othello*; faculty members profit from time spent with intelligent, committed students who are also dedicated teachers.

Section 3

Goals and Potential Impact of this Reform Effort

In 1986, the Commission adopted a set of goals and objectives for the next five years. Goal 1, Objective 2 reads as follows.

> *Goal One: Standards of Competence and Quality*
>
> By 1990, the Commission on Teacher Credentialing will adopt and implement new standards of individual competence and program quality in each credential category. The standards will be consistent with the results of research and the advice of experts and practitioners, will encourage diversity and experimentation while fostering excellence, and will be used as a basis for certification and program eligibility.
>
> *Objective 2.*
>
> The Commission will adopt a new set of standards of program quality to serve as a basis for evaluating programs of subject matter preparation for the Multiple Subjects and Single Subject Teaching Credentials.

When the Commission adopted the Standards of Program Quality for Multiple Subjects Waiver Programs on March 4, 1988, the Commission achieved a major objective that it set for itself in 1986. Moreover, the Commission's standards were drafted with the goals of elementary education in mind. This section of the report describes the educational goals that the standards in Section 4 are designed to achieve in the elementary schools of California. Section 3 concludes with an analysis of the impact, including the potential fiscal impact, of the standards in Section 4.

In its report on the Subject Matter Preparation of Elementary Teachers, the Commission's Advisory Panel offered its thoughts on the quality of education that should be available to California's youth. The Panel also described the kind of education that will enable prospective elementary teachers to produce high quality learning opportunities for students. Their recommendations served as the foundation for the Standards of Program Quality in Section 4, as well as the provisions of AB 1759. The Panel's recommendations are quoted below.

A Vision of Elementary Education

The preparation and assessment of elementary teachers should be governed by a vision of the quality of life in elementary schools and classrooms. Above all, these schools and classrooms must be interesting environments that tap children's curiosity and whet their appetite to learn and grow. They must be settings in which teachers and students participate in all aspects of learning; where teachers continue to learn along with their students.

The elementary school experience should be the outset of a lifetime of learning for each child. For this reason, the elementary curriculum must be broad in scope and multidisciplinary in nature. Each subject of this curriculum should contribute to the fundamental education of young children. Relationships among the subjects should be clearly identified and defined so the education of children is complete and cohesive.

In elementary classrooms, children should experience the best writers and writing. The curriculum should include great literature by and about men, women, boys and girls of many cultures, occupations and regions. Meanwhile, children should experience opportunities to express ideas in writing. Indeed, opportunities to read and write should occur throughout the curriculum.

Young children should come to realize what mathematics is and how it can be used. They need opportunities to manipulate objects, solve problems, and draw on their own experiences as they learn to count, sort, and compute. The curriculum should emphasize conceptual understanding and the mastery of rules and operations. Above all, mathematics should be engaging, challenging and enjoyable in elementary schools.

Elementary students should also develop an understanding of how the human world fits together. They need to investigate fundamental processes of human society, government, history, and economics. Future citizens of a democratic republic must master fundamental activities such as observing, explaining, and applying concepts and information. Moreover, personal values develop in the schools of any community; elementary schools should have an explicit role in shaping the character and ethics of all young people.

Exploration and discovery should also occur as children experience their natural environment and the scientific study of it. During the years in which children wonder why things are as they are, they should use their senses and minds to frame questions and conceive explanations for physical and biological events. Relationships between humans and the surrounding universe must also be examined and understood.

Elementary schools should provide many opportunities for all children to express themselves in music, drama, dance and the visual arts. Equally important are experiences that shape each child's aesthetic knowledge, awareness and appreciation. The elementary arts curriculum should initiate a lifelong critical sensitivity to aesthetic elements of the general environment such as color, tone, role, movement, and composition.

During the years of energetic growth, children must experience physical activities that sustain and foster their fitness and wellness. They should explore and extend the limits of their strength, agility and stamina. In the course of their physical education, they must learn to cooperate and compete, negotiate rules and disputes, and enjoy the results of physical effort.

Individually and collectively, all elements of the elementary curriculum must be educational in the most fundamental sense. Each school's curriculum must be designed and constructed to enable children to become educated adults, literate citizens and productive members of their communities. Different curricula can be effective, but each curriculum must reflect an image of how children become educated persons.

Different schools can be effective, but the teachers in each school must be educated adults whose preparation itself reflects a vision of what elementary schools and classrooms are for.

Subject Matter Preparation: The Well-Educated Teacher

The Advisory Panel stressed that the ultimate goal of a Multiple Subjects Waiver program is to develop a broad understanding of the world and its structure and dynamics. Prospective elementary teachers need solid subject knowledge as a foundation for their teaching. Their education needs to stress the importance of ideas and discover how the many forms of human inquiry coexist and cohere with each other to yield the rich fabric of human knowledge.

Research on effective schools and teachers has made a very strong case for the importance of a strong sense of efficacy in teachers. The belief by the teacher that he or she can make a difference even with the most difficult or unmotivated students has been highly correlated with the improved student performance (Berman, McLaughlin). The Advisory Panel believed that a sense of efficacy begins with a belief by the teacher that they have a strong background in the subjects they are asked to teach.

In addition to content knowledge, the candidates in a Multiple Subjects Waiver program need to understand the ethical dimensions of human life. They examine their own lives and values and ponder the world in which they live. More than being knowledgeable about any particular subject, well-educated teachers possess characteristics such as compassion, empathy, enthusiasm, curiosity, patience, and humor. Being reflective, contemplative and willing to wrestle with ideas may be more important than being unusually intelligent.

The Advisory Panel felt that candidates must know and understand the subjects of the elementary curriculum with considerable breadth and depth. A solid base of subject matter knowledge is necessary as they make professional decisions about how to transform their own knowledge and make it understandable to children.

Well-educated teachers exercise professional judgment as they analyze situations, make decisions and resolve problems. They assess circumstances and issues confidently, but are willing to consider alternative perspectives. They skillfully make sense out of complexity, and are able to accommodate old ideas in the face of new information.

Finally, the Advisory Panel cited the importance of being eager, involved, and lifelong learners. It felt that perhaps the most crucial ingredient in an educated teacher's character is excitement about knowledge. In January 1985, Albert Shanker expressed this realization in an address to the National Press Club entitled A Call for Professionalism.

> ... even at the earliest grades, the motivation of a teacher to teach a child to read could not be very great if the teacher has not personally experienced the joy of reading great books. Motivation in teaching the elements of arithmetic could not be very great if at some point the teacher has not experienced the power of that knowledge.

Potential Impact of This Reform Effort

When the Commission initiated the present reform effort, one of the most important goals was to achieve a better alignment among the components of elementary education. Among these components are:

(1) The statutes related to the subjects of study in elementary schools;
(2) The subjects actually taught in elementary schools;
(3) The assessment of student competence in public schools;
(4) The university curriculum for prospective teachers;
(5) The examination of teachers' subject matter competence; and
(6) The expectations of policy makers for teachers and students.

One of the anticipated outcomes of this effort is closer alignment between the curriculum of elementary schools and the subject matter preparation of elementary teachers. An objective of the Commission in the near future is to bring the subject matter examination into congruence with the Multiple Subjects Waiver Programs. One of the first steps in achieving alignment between the program option and the examination option is to set standards that clearly establish the knowledge that candidates are expected to possess.

In the attempt to achieve a better congruence among the components of elementary education, the Commission's staff requested the advice and solicited the cooperation of those who have a stake in the education of children and adolescents. Besides continued consultation with all branches of postsecondary education, the State Department of Education and several subject matter organizations were deeply involved in the deliberations.

The process of setting standards was a constant tug between opposing forces. For example, organizations representing the visual and performing arts wanted the laws and regulations regarding subject matter preparation to require that visual arts, music, and either dance or drama be included in every candidate's multiple subjects waiver program. On the other hand, university faculty and administrators argued for maximum flexibility in designing programs so they can build high quality programs and place students into courses where exemplary instruction occurs. In the development of the Standards of Program Quality, the Commission's staff attempted to include standards and quality indicators that would appeal to university administrators and faculty, and others that would appeal to advocates of particular subjects. For example, Standard 3 includes elements that were advocated by several groups. Quality Indicator 3.1 states that one of the criteria to be used by review teams will be the extent to which each program reflects the state curriculum frameworks, and Quality Indicator 3.7 refers to elements that are in the Visual and Performing Arts Framework. On the other hand, proposed Standard 3 does not require that specific courses or specific subjects be included, to enable universities to design programs based on their vision of the well-educated person and the strengths of their faculty.

Having adopted the Standards of Program Quality in Section 4, the Commission must assure that Multiple Subjects Waiver Programs include coursework in the arts, as required by Education Code 44314, and ensure that each program meets the twelve standards. How an institution meets those standards, and which specific courses are selected either as requirements or as electives, are the prerogatives of the university.

The visual and performing arts are very important subjects. So are the subjects advocated by organizations that represent science, mathematics, reading, social studies, physical education and foreign language teachers. However, if the Commission prescribes the courses that are proposed by the subject matter organizations, there would be little room for electives in each candidate's program, and little flexibility for an institution to select the most challenging curriculum for its candidates. In fact, if the Commission adopted, carte blanche, the recommendations of all of the national subject matter organizations, a Multiple Subjects Waiver Program would be nearly six years long.

Potential Fiscal Impact of this Effort

The standards in Section 4 will require the faculties of most institutions to make at least minor changes in their Multiple Subjects Waiver Programs. In some cases the programs will need to make major changes. The coursework requirements in AB 1759 will require most institutions to add new courses or adapt existing courses. For example, information that was gathered during the Spring of 1987 indicates that less than 20% of the current programs have a physical education requirement. Only 25% of the programs have a humanities requirement. Coursework in both of these subjects is now required by Education Code 44314. Although some universities may have to add or revise some courses to meet the requirements of AB 1759 and the Proposed Standards of Program Quality, it is expected that enrollments in these courses, and the payment of tuition by candidates, will cover the costs of these courses.

Based on the recommendations of hundreds of persons who have assisted the Commission in this effort, the proposed Standards of Program Quality require certain elements to be included in every program: careful advisement, effective coordination, early field experiences, and systematic assessment of candidates. Many quality programs already include some or all of these elements. In other programs, these elements will need to be improved or developed. For example, Standard 7 requires field experiences for all Multiple Subjects Waiver Program candidates. The placement of candidates and the coordination of field activities will require added staff time in many cases. Standard 11 requires more candidate advisement than some programs have been offering. Standard 12 requires an assessment of the subject matter competence of all candidates. Finally, Standard 10 requires effective coordination of all aspects of the program. These standards are likely to increase faculty work load. The process of developing or revising programs, writing program documents and undergoing program review will also constitute additional expenses for institutions.

The extent to which institutions have to allocate new resources to meet the requirements of AB 1759 and the Standards of Program Quality will require careful study. This study will be similar to that conducted by the Commission when it recently implemented new computer education coursework requirements, faculty participation requirements, and pupil personnel services program requirements. During the process of adopting regulations, this fiscal review routinely occurs after the Commission conducts a public hearing. At that time the Commission will develop a detailed account of the fiscal impact of the proposed standards, in consultation with the Department of Finance and appropriate representatives of the CSU Chancellor's office and the UC President's office.

It is likely that the public university systems will request additional funds from the Legislature to meet the added costs of the standards. The Commission's staff believes that good programs cost money, and the Commission should support requests by the California State University and the University of California to defray the additional costs of operating redesigned programs.

The approval of Multiple Subjects Waiver Programs is one of the most important functions of the Commission. The importance of this function was re-emphasized by AB 1759, which the Commission sponsored. Additional staff time and travel will be required for the approval of Multiple Subjects Waiver Programs. During the next three years, approximately one-quarter to one-third of a consultant position will be required to implement the proposed standards for Multiple Subjects Waiver Programs. This time includes:

(1) Developing Title 5 Regulations;
(2) Assisting program developers;
(3) Training review teams;
(4) Coordinating program review team activities; and
(5) Presenting approval recommendations to the Commission.

Section 4

Standards of Program Quality for Multiple Subjects Waiver Programs

Preamble

Candidates for the Multiple Subjects Teaching Credential can verify their subject matter competence in two ways. Under state laws, they can pass a subject matter examination that has been adopted by the Commission on Teacher Credentialing. Alternatively, they can waive this exam by completing a subject matter preparation program that has been approved by the Commission. To be approved by the Commission, a subject matter preparation program must satisfy each standard of program quality in this section. To receive initial program approval by the Commission, each institution must present an explanation of how each standard will be met. On a periodic basis, the Commission will review each approved program to evaluate the evidence provided by the institution that each standard is being achieved.

Upon completion of a Multiple Subjects Waiver Program, candidates should know the subjects that are commonly taught in public elementary schools, as those subjects are reflected in the state's Curriculum Frameworks (Grades K-12), Model Curriculum Guides (K-8), and Model Curriculum Standards (9-12). The standards for Multiple Subjects Waiver Programs do not include a specific number of required credits or units in any discipline. The standards do identify certain themes and subjects that must be included in every program. The specific courses, their content, and their unit values are determined by each institution of higher education.

Because prospective elementary teachers must possess a working knowledge of a broad range of subjects, coursework in Multiple Subjects Waiver Programs must be wide-ranging. Prospective elementary teachers also benefit from depth of knowledge. As a result of the need for breadth and depth, a Waiver Program may consume most of the credit hours in an undergraduate education. Education Code Section 44314, as amended in 1987, requires that each program consist of a minimum of 84 semester units or the equivalent. Given this legal minimum, the numbers of credit units may vary considerably from one program to another. Regardless of their length, programs that satisfy the legal requirements and the Commission's standards of program quality will be approved.

At some institutions, general education courses have not been included in Multiple Subjects Waiver Programs in the past. The Commission believes that courses that meet an institution's general education requirement for baccalaureate degrees may be appropriate for inclusion in Multiple Subjects Waiver Programs, if the courses are consistent with the standards of program quality.

Moreover, the content and quality of the courses in a program are more important than the placement of those courses in various departments at the institution. The Commission approves Multiple Subjects Waiver Programs on the basis of the standards of program quality. Approved programs may include coursework in any college, school, department or unit, including (but not limited to) arts and sciences, behavioral sciences, education, engineering, humanities, and letters and sciences.

The statutory authority of the Commission relates to programs that waive the subject matter examination that is required for teacher certification. Colleges and universities govern academic degree programs, including undergraduate majors. Each institution decides whether to grant baccalaureate degrees to students who complete its approved waiver programs.

Although approved Multiple Subjects Waiver Programs meet the requirements for the subject matter preparation of elementary teachers, in general the coursework in these programs should not be designed specifically for prospective teachers. Students who are preparing for a variety of careers enrich the education of all who enroll in programs of subject matter preparation for teachers. A diverse student body fosters openness to different perspectives and respect for human similarities and differences. For these reasons, the Commission encourages institutions to design Multiple Subjects Waiver Programs so students with other professional goals may be interested in pursuing them, along with future elementary teachers.

All coursework in a Multiple Subjects Waiver Program must predominantly be explorations of specific subject matter. Professional education courses should not be included as part of waiver programs, but may be offered concurrently with coursework in waiver programs. Based on Education Code Section 44203(d), the Commission defines professional education courses as courses in which:

(a) candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary and secondary schools, or

(b) candidates predominantly study concepts, information or principles that are presented as bases for effective school practices and that are presented especially for candidates to learn as prospective teachers.

In some subjects, such as visual arts, performing arts, and physical education, how candidates learn to do particular activities or skills are critical elements in learning the subject, and are therefore considered to be aspects of subject matter preparation instead of professional preparation.

Courses in professional education, as defined above, must be included within the legal maximum of twelve semester units of professional preparation courses prior to student teaching, regardless of what departments are responsible for the courses. Courses in professional education should be included in professional preparation programs when institutions propose such programs for initial approval, and when evaluation teams visit such programs for continued approval by the Commission.

Finally, institutions need not organize their Multiple Subjects Waiver Programs along traditional disciplinary lines. The courses in an approved program could be grouped under headings such as "The Individual and Society," or "The Natural World." Similarly, an entire program could have an underlying theme such as environmental studies or Latin American studies.

Definitions of Key Terms

Program Review

Program review is the process that is used by the Commission to confirm that academic programs in postsecondary institutions satisfy the standards of the Commission. The review process has two components: initial program approval and periodic program evaluation.

Initial Program Approval

Initial program approval occurs when the Commission examines new or revised programs, and determines that they meet Commission standards. Initial reviews of subject matter waiver programs are conducted by teams that examine proposals presented by colleges and universities. Review teams consist of elementary teachers and administrators, curriculum specialists and university professors. One review team considers programs proposed by institutions in northern California, while a second team examines proposals by universities in southern California. Both teams meet away from the colleges and universities whose programs are being reviewed.

Periodic Program Evaluation

Program evaluation occurs on a periodic basis to ensure that approved programs continue to fulfill the standards of the Commission. Each subject matter waiver program is evaluated by a team that visits the institution and collects information from program participants. Evaluation teams consist of elementary teachers and administrators, curriculum specialists and university professors.

Professional Preparation Programs

Professional preparation programs provide skills and knowledge in professional education that are needed by candidates for teaching or services credentials. These programs include coursework in pedagogy, methodology and educational foundations, as well as field experiences in which candidates perform the major responsibilities that are authorized by credentials. Instruction and field experiences in professional preparation programs should provide a theoretical background, a conceptual framework, skills and knowledge, along with opportunities to apply and practice the skills and knowledge in public schools. The Commission has published its standards for professional preparation programs in other documents. The present document relates to subject matter preparation programs, which are defined next.

Subject Matter Preparation Programs

Subject matter preparation programs educate candidates in the subjects that are commonly taught in California schools. Completion of these programs waives the standardized subject matter examination that the Commission has adopted. For this reason, these programs are often called "waiver" programs. There are two kinds of subject matter waiver programs: Single Subject Waiver Programs and Multiple Subjects Waiver Programs. The former are for candidates for single subject teaching credentials, which authorize teaching in departmentalized classes. Multiple Subjects Waiver Programs are for candidates for multiple subjects teaching credentials, which authorize instruction in self-contained classes. The Commission has published its standards for Single Subject Waiver Programs in other documents. The present document relates to Multiple Subjects Waiver Programs, which are defined more fully below.

Multiple Subjects Waiver Programs

Multiple Subjects Waiver Programs are subject matter preparation programs that waive the standardized examination that the Commission has adopted for candidates for Multiple Subjects Credentials. Education Code Section 44314, as amended in 1987, requires that Multiple Subjects Waiver Programs (1) meet the Commission's standards of program quality, (2) be at least 84 semester units (or equivalent quarter units), and (3) include coursework in language, literature, mathematics, science, social science, history, the arts, humanities, physical education and human development.

The Education Code refers to Multiple Subjects Waiver Programs as Diversified Liberal Arts Programs. Some institutions have adopted this title for their programs. Other institutions have adopted other titles. The titles of programs are determined by postsecondary institutions. The Commission determines whether programs waive the subject matter examination on the basis of the Commission's standards, regardless of the programs' titles.

Candidate

A candidate is a graduate or undergraduate student who is preparing for certification as a teacher or other professional educator. In this document, the term "candidates" refers to prospective elementary school teachers who are enrolled in approved Multiple Subjects Waiver Programs.

Concentration

A concentration is a sequence of courses that adds depth to a candidate's preparation in one subject of study. Concentrations are the subject of Standard 4 in this document. The courses that comprise a candidate's concentration must be coherently related to each other, but need not be in the same academic department.

Standard

A standard is a statement of program quality that must be fulfilled for initial or continued approval of the program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by the review or evaluation team of all available information related to the standard.

Rationale

For each standard of program quality, the Commission provides a rationale, which states the reasons for adopting the standard, and suggests the scope of the standard.

Quality Indicators

Quality indicators are criteria that the Commission uses to judge whether each standard is met. Within the scope of a standard, each indicator defines a dimension along which programs vary in quality. To emphasize this fact, each quality indicator begins with the phrase, "The extent to which ..."

The purposes of quality indicators are to identify the aspects of standards that the Commission considers to be most critical, and to guide the review or evaluation team in examining the quality of a program.

The quality indicators in this document were adopted by the Commission on March 4, 1988. To enable a review team to understand a program fully, a college or university may identify additional quality indicators, and may describe how the program responds to these quality indicators. Colleges and universities may also submit alternative quality indicators and/or alternative standards which may be approved by the Commission in place of the standards and/or quality indicators in this document. This process is described in Section 5.

The Commission expects the review or evaluation team to consider all of the quality indicators related to a standard in conjunction with each other, in order to determine holistically whether a program meets the standard. In considering the several quality indicators for a standard, excellence in relation to one indicator compensates for less attention to another. Although the Commission expects a college or university to respond to all of the quality indicators for each standard, if an institution determines that a particular quality indicator is not consistent with its conception of a well-educated person or its educational priorities, then the institution may state why that quality indicator is not a good basis for evaluating that program.

Examples

Examples are provided by the Commission to illustrate and describe different ways in which programs could satisfy a standard, or respond to a quality indicator. (Examples are not included in this draft of the document because they are still under development.)

Standards of Program Quality

Multiple Subjects Waiver Programs

Category I. Content of the Program.

Standard 1. Philosophy and Focus.

Each program is based on a conception of a well-educated person. Throughout the program, there is a focus on significant ideas, structures and values within the various disciplines. Ethical, moral and practical implications of significant ideas are also examined.

Rationale for Standard 1

A program that is based explicitly on a vision of a well-educated person is most likely to be effective in achieving that vision. The knowledge that is most worth learning and knowing consists of the ideas, structures and values that are most significant to the disciplines of collegiate study. By giving emphasis to the ethical, moral and practical implications of ideas, programs are most vital and interesting to contemporary students.

Quality Indicators for Standard 1

1.1 The extent to which the institution articulates and the program represents a philosophy or a vision of the kind of education that each candidate is expected to experience.

1.2 The extent to which coursework throughout the program emphasizes the study of broad concepts and principles that encompass and illuminate extensive domains of human learning.

1.3 The extent to which the coursework in the program reflects an "intellectual scaffolding" and contains the critical structures, intellectual foundations, ideas, and elements of the disciplines being investigated.

1.4 The extent to which, throughout the program, candidates encounter and learn to recognize the values and attitudes that drive the disciplines being studied. (Examples of such values and attitudes include respect for evidence, openness to alternatives, tolerance for divergence, and recognition of the intrinsic importance of knowledge.)

1.5 The extent to which, throughout the program, candidates study and confront ethical and moral issues related to the subjects of study, and attempt to resolve such issues.

Standard 2. Character of Content.

Each program is academically rigorous and intellectually stimulating. Throughout the program, candidates are required to read major works; analyze, evaluate and apply ideas; express themselves skillfully; and utilize processes of inquiry.

Rationale for Standard 2

The goal of each program is to produce well-educated persons who exercise sound judgement as they analyze situations, make decisions, and resolve problems. The quality and effectiveness of the program depends on opportunities for candidates to be challenged intellectually, to experience the range of human knowledge, and to utilize effective communication skills, to make sense out of complexity.

Quality Indicators for Standard 2

2.1 The extent to which, throughout the program, candidates are required to engage in rigorous studies, and are expected to master content that challenges their intellectual capacities.

2.2 The extent to which candidates encounter academic tasks and cognitive activities that are designed to motivate candidates and stimulate their interest in the subjects to be learned.

2.3 The extent to which candidates are expected to study writings that have had a substantial impact in one or more disciplines.

2.4 The extent to which, throughout the program, candidates are required to write or speak articulately and (in appropriate areas) to express themselves creatively through non-verbal means.

2.5 The extent to which candidates have opportunities to generalize, infer, compare and contrast, make hypotheses, organize information and interpret its implications, write analytically, and use research evidence, intellectual reasoning, and personal judgment.

2.6 The extent to which, throughout the program, candidates examine the actual consequences of ideas that have changed the human condition.

Standard 3. Required Subjects of Study.

Each program fosters knowledge and understanding of the subjects that are commonly taught in elementary schools. Each program includes study of each subject that is required by Education Code Section 44314: language, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development.

Rationale for Standard 3

The dominant pattern of instruction in California elementary schools is the self-contained classroom in which one teacher is responsible for instruction in all or nearly all of the subjects of the curriculum. In an elementary classroom, the progress of students in learning the subjects of the curriculum depends greatly on the teacher's knowledge of those subjects. The curriculum of elementary education in California is best reflected by the state Curriculum Frameworks and Model Curriculum Guides that have been adopted by the State Board of Education and published by the State Department of Education. Although the waiver program curriculum must encompass the subjects that are commonly taught in elementary schools, the collegiate curriculum examines those subjects at levels of greater depth and complexity.

The subjects identified in the Quality Indicators for Standard 3 (below) are provided as a guide to teams that review or evaluate Multiple Subjects Waiver Programs. The coursework in each individual candidate's program must include all of the subjects identified in Education Code Section 44314. Although all candidates should study the subjects that are commonly taught in elementary schools, a program should also be based on the institution's conception of a well-educated person. Each institution therefore has great latitude in determining which studies are necessary to realize the vision of a well-educated person.

Although Quality Indicator 3.1 anticipates that the program's curriculum reflects or builds upon the State Curriculum Frameworks and Model Curriculum Guides, the program curriculum is not expected to be aligned with all aspects of the state frameworks and guides. The term "major themes and emphases" in Quality Indicator 3.1 is intended to be a generic reference to the major organizers of the state frameworks and guides, rather than a reference to any particular themes or curricular headings.

In Quality Indicators 3.2 through 3.9, the Commission has grouped the subjects of study in categories that are identified in Education Code Section 44314. These categories may be modified at the discretion of each postsecondary institution. For example, health could be studied as part of science or human development, instead of within physical education; drama could be part of language studies instead of the arts; and foreign language could be studied as part of the humanities instead of language studies. Similarly, an institution might choose to add a quality indicator that separates the study of history from the social sciences, instead of combining them as the Commission has done in Quality Indicator 3.5. In all cases, the organization of a program's curriculum must be based on the institution's vision of a well-educated person.

Quality Indicators for Standard 3

3.1 The extent to which the program's curriculum reflects or builds on the major themes and emphases of all adopted State Curriculum Frameworks and Model Curriculum Guides for elementary schools.

3.2 The extent to which the study of language includes such areas as literature, composition, foreign language, language acquisition, and/or speech, and is conceived as an integrated process for developing and mastering communication skills.

3.3 The extent to which the study of mathematics develops or builds upon knowledge of fundamental mathematical concepts and relationships, and problem solving abilities.

3.4 The extent to which the study of science includes such areas as biological science, earth and space science, and/or physical science, and includes examination and use of scientific methods.

3.5 The extent to which the study of history and the social sciences includes such areas as United States history and government, world history and culture, geography, economics, political science, psychology, sociology, and/or anthropology.

3.6 The extent to which the study of humanities includes such areas as philosophy, ethics, logic, classics, comparative literature, and/or comparative arts.

3.7 The extent to which the study of the visual and performing arts includes such areas as art, music, drama and/or dance, and includes production, history, aesthetics, and criticism.

3.8 The extent to which the study of physical education includes such areas as health and wellness, physical fitness, and/or movement skills.

3.9 The extent to which the study of human development includes such areas as intellectual, social, physical, emotional and/or moral development during childhood and adolescence.

Standard 4. Depth of Study.

In order to add depth to his or her knowledge of a subject, each candidate completes a concentration or a major in a discipline or an area of study. Each program offers a set of concentrations and/or majors, from which candidates choose. Each concentration or major relates to a subject area that is commonly taught in elementary schools (as identified in Standard 3) or a closely related area of study. Each concentration consists of a minimum of twelve semester units in courses that are coherently related to each other. Unless otherwise justified, the courses in a concentration are upper division courses. No course that is required of all candidates in the program may be included in any candidate's concentration.

Rationale for Standard 4

California elementary schools will be well served if each prospective teacher achieves a depth of understanding in a particular area or discipline. If each elementary school includes teachers who have completed extensive studies in particular areas, the schools could draw on distinct individual strengths as teachers plan curriculum, participate in staff development, and organize themselves to provide an effective educational program.

Quality Indicators for Standard 4

4.1 The extent to which the program offers concentrations or majors that relate to the major subjects of the elementary school curriculum (as these are identified in Standard 3).

4.2 The extent to which each concentration fosters understanding of the structure of knowledge and how it is generated in the area of concentration.

4.3 The extent to which each candidate who has a concentration completes a significant activity such as an independent study, production, performance, or project.

Category II. Essential Features of Program Quality.

Standard 5. Varied Teaching Strategies.

Each program includes coursework that utilizes a variety of teaching strategies. In the course of the program, each candidate applies academic learning to specific situations, problems and issues.

Rationale for Standard 5

Among the most powerful models of teaching for prospective elementary teachers are the professors they encounter in college classrooms. Course instructors who use varied teaching strategies that involve and challenge their students make coursework more interesting and understandable, and serve as examples to prospective teachers. Among the most effective teaching styles that candidates encounter are ones that lead them to utilize academic content knowledge in specific situations, to apply it to actual problems, and to relate it to significant issues.

Quality Indicators of Standard 5

5.1 The extent to which candidates participate in demonstrations, discussions, simulations, lectures and other effective and appropriate approaches to teaching, during coursework in the program.

5.2 The extent to which candidates encounter many kinds of out-of-class assignments during the program's coursework.

5.3 The extent to which practical applications of academic content are significant elements of courses in several disciplines.

5.4 The extent to which the program includes coursework that utilizes varied approaches to the measurement and evaluation of student attainments and achievements.

Standard 6. Integrative Study.

Each program includes integrative study of two or more disciplines. Students examine relationships between the disciplines, synthesize their major themes, and compare their forms of inquiry.

Rationale for Standard 6

In a program that includes many different areas of study, students should confront intellectual issues that transcend individual disciplines. To become well-educated persons, candidates should examine relationships, similarities and differences among subjects. Integrative courses or other experiences enable candidates to synthesize the seemingly disparate threads of previously completed courses. Knowledge of relationships among disciplines is especially important for elementary teachers, who must be able to integrate several subjects in order to teach a comprehensive curriculum in each elementary school classroom.

Quality Indicators for Standard 6

6.1 The extent to which candidates have opportunities for integrative study that encompasses more than one of the subjects that are commonly taught in self-contained classrooms.

6.2 The extent to which several options for integrative study are available to candidates in the program.

6.3 The extent to which candidates analyze and compare the most significant themes, concepts, structures, ethical principles and forms of inquiry from the disciplines that are studied integratively.

Standard 7. Field Experiences.

Each program offers opportunities for field experiences in schools and other public service agencies and institutions. During the program, each prospective teacher completes at least one significant experience in a school setting. Each experience is accompanied by discussions in which candidates analyze, compare and evaluate what they observe and learn in relation to their academic studies in the program.

Rationale for Standard 7

Students need a variety of contemporary experiences to link theory and practice, knowledge and application. The purpose of field experiences in Multiple Subjects Waiver Programs is to lead all students in the program to explore ways in which content knowledge is used in varied institutional settings. Prospective elementary teachers should work with children and youth in specific content areas. In addition to schools, other public service agencies and institutions are good settings for experiential learning that should be integrated with the rest of the Multiple Subjects Waiver Program.

Field experiences are beneficial as ways of making collegiate instruction more practical as well as academic. Field experiences help candidates to determine whether public service careers are suitable for them before they expend time and money in pursuit of any particular career.

Quality Indicators for Standard 7

7.1 The extent to which the program offers opportunities for significant experiences in a variety of school settings and other public service agencies and institutions.

7.2 The extent to which the accompanying discussions relate each candidate's field experience(s) to academic coursework in the program.

7.3 The extent to which candidates analyze, evaluate and compare their experiences with those of other students in the program.

7.4 The extent to which candidates learn about a variety of settings through visitations or discussions or both.

Standard 8. Ethnic, Gender, Cultural and Handicapped Perspectives.

The program coursework incorporates diverse ethnic, gender, cultural, and handicapped perspectives.

Rationale for Standard 8

Prospective elementary teachers must have a thorough understanding of the ethnic, gender cultural, and handicapped groups in California, and the ways in which racism, sexism, and handicapism affect our society. As citizens in a multicultural nation, all candidates in Multiple Subjects Waiver Programs must develop openness to different perspectives, and respect for human similarities and differences.

Quality Indicators for Standard 8

8.1 The extent to which issues related to ethnicity, gender, culture, and handicaps are examined in program courses such as courses in history, social science, language, humanities, literature, science, the arts, physical education, and human development.

8.2 The extent to which the contributions and perspectives of diverse ethnic, gender, cultural, and handicapped groups are included in the program.

8.3 The extent to which the program addresses ways in which the study and teaching of various disciplines affect different ethnic, gender, cultural, and handicapped groups.

8.4 The extent to which students in the program examine how racism, sexism, and handicapism affect our society.

8.5 The extent to which studies of different ethnic, gender, cultural, and handicapped groups are designed, planned and evaluated as key course elements by course instructors.

Standard 9. Technology.

Each program includes examination and utilization of technology that is appropriate to disciplines in the program.

Rationale for Standard 9

Technology plays an increasingly significant role in communications, transportation, commerce, the arts and recreation. In schools, many forms of technology have become the subjects and tools of instruction. In their professional pursuits, prospective elementary teachers must be able to use several forms of technology without anxiety or fear. Candidates need to understand what forms of technology are appropriate, how different technologies can and should be used, and the social implications of various technologies in the contemporary world.

Quality Indicators for Standard 9

9.1 The extent to which computers and other technologies are used as tools of instruction in the program.

9.2 The extent to which uses of appropriate technologies are planned and evaluated as significant elements of coursework in the program.

9.3 The extent to which experiences with technological tools are designed to contribute to candidates' sense of efficacy regarding those tools.

9.4 The extent to which the program includes study of the roles of technology in society, and of ethical issues surrounding the impact of technology on society.

Category III. Coordination and Assessment of the Program.

Standard 10. Coordination of the Program.

Each program is coordinated effectively by one or more persons who administer(s) the ongoing operation of the program.

Rationale for Standard 10

A Multiple Subjects Waiver Program brings together many disciplines and departments. The success of the program depends partly on the quality and effectiveness of its leadership. It is important that a specific person or persons be responsible for developing and coordinating the elements of the program, including advisement, field experiences, and the assessment of individual candidates.

Quality Indicators for Standard 10

The extent to which the program is coordinated in order to implement each of the following.

10.1 A conception and description of the program, including its vision of the well-educated person.

10.2 A system for selecting courses that contribute to the quality of the program, and that enable the program to fulfill the standards in Categories I and II.

10.3 Effective communication between departments that participate in the program, and effective communication with schools and agencies that offer field experiences to candidates.

10.4 A process for selecting appropriate concentrations and/or majors for candidates in the program.

10.5 An effective system of candidate advisement.

10.6 Articulation with "feeder" community colleges.

10.7 A process for assessing the subject matter competence of each candidate

10.8 Periodic evaluations of the program that lead to modifications in its design and content as needed.

Standard 11. Candidate Advisement.

Each program has an effective system of candidate advisement, and facilitates advisement at postsecondary feeder institutions. Designated members of the faculty or staff inform students of the program's requirements, standards, and procedures; advise them regularly regarding their academic development and career plans; and facilitate their transition to and from other institutions, including community colleges.

Rationale for Standard 11

It is important that each candidate have access to information about all the options that are available in a program. One element of effective advisement is assuring that candidates understand the subject matter requirements early in their college years. Since as many as seventy percent of the candidates in some Multiple Subjects Waiver Programs have transferred from community colleges, it is important that community college students and advisors know which courses are equivalent to the courses in approved waiver programs.

Quality Indicators for Standard 11

11.1 The extent to which candidates in the program have access to (a) clear information about the program's requirements, standards, options, and procedures; (b) current information about the field experiences, concentrations and/or majors that they may pursue in the program; and (c) advice regarding their academic progress and career plans.

11.2 The extent to which the institution develops articulation agreements with selected community colleges which facilitate advisement by feeder colleges as well as transfer to the four-year institution.

11.3 The extent to which the institution gives time and support to faculty members who advise candidates in the program.

11.4 The extent to which advisor availability in the program compares with advisor availability in other academic departments on campus.

Standard 12. Assessment of Subject Matter Competence.

The program includes a summative assessment of the subject matter competence of each candidate in language, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development.

Rationale for Standard 12

Prior to admission into student teaching in a professional preparation program, individuals who are responsible for a Multiple Subjects Waiver Program should verify that each candidate possesses college-level knowledge and competence in the subjects that are commonly taught in elementary schools. Information about candidate knowledge and competence that is generated by the assessment of candidates in courses may be considered as part of the summative assessment that occurs at the conclusion of the program.

Quality Indicators for Standard 12

12.1 The extent to which the summative assessment is aligned with the required subjects in the program.

12.2 The extent to which the assessment uses a variety of assessment methods such as:

- Candidate performances;
- Candidate presentations;
- Candidate projects;
- Field experience logs or journals;
- Samples of candidates' work;
- Interviews with candidates;
- Oral examinations; and
- Written examinations.

12.3 The extent to which the program staff makes and retains thorough records regarding each candidate's performance in the assessment.

12.4 The extent to which there is a systematic procedure for the assessment of candidates, including an appeal process.

12.5 The extent to which the program staff periodically evaluates the quality, fairness and effectiveness of its assessment process, including its consistency with the program's vision of a well-educated person.

Section 5

Implementation Process

In September 1987, the Commission approved an implementation plan and time line for the development and approval of Multiple Subjects Waiver Programs. Because the subsequent development of the standards took longer than expected, in March 1988, the Commission approved the staff recommendation that the dates in the time line be moved back one year to allow more time for program development (see Page 38). For example, the last date for the admission of candidates into "old" programs was moved back to September 1, 1991, and the final date for the completion of old programs was moved to September 1, 1994. The Commision also approved a process for approving alternative standards and quality indicators for Multiple Subjects Waiver Programs, which is described on Pages 42-43.

Overview of the Implementation Plan

Each California institution of higher education that is regionally accredited and that wishes to develop or continue a Multiple Subjects Waiver Program may present a proposal to the Commission. To be approved by the Commission, a program must satisfy the Standards of Program Quality in Section 4 of this document

The process for the initial review of Multiple Subjects Waiver Programs is similar to the process that has been used for the last three years to review Single Subject Waiver Programs. The major differences between the Multiple and Single Subject(s) waiver reviews are (1) that the review teams will be larger because of the "multiple subjects" expertise that is necessary; (2) the Multiple Subjects waiver teams will have more extensive training; and (3) the teams will have specific criteria (standards and quality indicators) to guide them.

The university segments have expressed a concern about the costs of the review process. The Commission hopes to limit the costs incurred by this new process in three ways. First, the Commission will sponsor a conference in which institutions that are developing programs will share information and exemplary practices. Many programs are doing an effective and efficient job of implementing particular standards. The coordinators of these programs will be asked to share their successes with other institutions. By sharing and borrowing expertise, program developers will be able to develop programs more efficiently. Second, the Commission's staff will be available to work with the program coordinators and faculty as they develop new programs. This can be done either at the campus or through correspondence. The Commission and its staff are eager to see the institutions develop exciting, innovative and challenging programs, and will assist in any feasible way. The agency wants to make the process as uncomplicated as possible. Finally, the review panels will operate in a Northern California location and a Southern California location to reduce the costs to institutions that have submitted programs. The location of one of the review panels should be within reasonable driving distance of any campus in case the program coordinator needs to confer with the review team.

Time Line for Implementing the Waiver Program Standards

March 1988	Commission staff presents Standards of Program Quality for approval by the Commission.
April 1988	Disseminate the Standards of Program Quality for Multiple Subjects Waiver Programs to all interested parties.
April-August 1988	Develop examples of ways to meet the standards and quality indicators in cooperation with college and university faculty and the State Department of Education.
July 1988	Commission holds a public hearing on the Standards of Program Quality.
Fall 1988	Staff consultants hold regional meetings to explain the standards and assist the program coordinators. Institutions begin to turn in programs that respond to the standards.
Spring 1989	First Program Review Team meetings. Northern and Southern Panels meet to review programs that have been submitted for approval (estimated to be approximately fifteen programs in each region).
June 1989	Programs recommended by the Review Team are added to the Commission's agenda by the staff, and are discussed by the Commission with institutional representatives.
Fall 1989-Spring 1994	Additional meetings of the Review Team as directed by the Executive Secretary on the basis of program submissions and fiscal considerations.
September 1, 1991	After this date, no institution can admit any new students into "old" Multiple Subjects Waiver Programs that have not been approved on the basis of the "new" standards.
September 1, 1994	Candidates who do not complete programs that have been approved on the basis of the standards by September 1, 1994, must pass a standardized assessment of subject matter competence.

Development of Examples

The August 1987 report to the Commission included examples of ways in which programs could meet each standard. During meetings with representatives of the CSU Chancellor, it was agreed that examples would not be included in the current document, and would be deferred until greater development could occur. The State Department of Education has emphasized the importance of the examples, and has volunteered to assist in their development. The Commission's staff hopes to work closely with the State Department of Education and interested administrators and faculty members from all three university segments in the development of examples between April and August, 1988.

In their comments about the August 1987 report, the CSU Chancellor's Advisory Committee made the following recommendations regarding examples.

> Each example should describe one way in which a standard can be met and should represent an acceptable response to the standard and its quality indicators. Alternatively, an example may describe how a specific quality indicator can be met; in such cases, the example should indicate clearly which quality indicator it addresses. Each example should be discrete and numbered. Examples should not include philosophy, curricular recommendations, or instructions to institutions.

In further discussions the Chancellor's Advisory Committee recommended that each standard should be illustrated by several examples of equally suitable ways that the standard might be met. There is a danger in presenting only one example because of the tendency to regard the example as the only way to meet the standard.

Multiple Subjects Waiver Program Conference

The Commission will sponsor a two-day conference for Multiple Subjects Waiver Program Coordinators and other interested persons in the Fall of 1988. The Commission hopes that the three higher education segments will agree to cosponsor this conference. The agenda for the conference will include:

- An explanation of the implementation plan adopted by the Commission.
- Working sessions to review the program standards, quality indicators and examples.
- Brief presentations and group activities by Advisory Panel Members and others with experience with particular program elements such as concentrations and majors; race, cultural, gender, and handicapped perspectives; early field experiences; advisement; and developing articulation agreements with community colleges.

- Additional presentations by:
    - CSU representatives on subject matter assessment
    - State Department representatives on the curriculum frameworks
    - Subject matter organizations

The costs of the meeting facility and materials will be assumed by the Commission; the costs for participants can not be assumed by the Commission.

Review Team Membership, Training, and Decisions

All proposals for the initial approval of Multiple Subjects Waiver Programs will be reviewed by a Review Team, which will be selected in accordance with Commission policies. The Review Team will meet periodically to review all programs presented to the Commission in a given time period. To minimize travel, the team will be divided into a Northern and a Southern Panel. Each Panel will consist of a minimum of nine members.

Nominations of Review Team members will be solicited from Commissioners, institutions of higher education, professional organizations, subject matter organizations, and the Superintendent of Public Instruction. The members of the team will be selected to provide a balance between gender and ethnic groups, and between practitioners and IHE faculty members.

Each team member will possess particular subject matter expertise so the subjects that are commonly taught in elementary schools are represented on each panel. In the first round of reviews, the panels will include persons who were involved in the development of the standards, either as members of the Advisory Panel or as individuals who contributed to the development of the standards.

Reviews of Multiple Subjects Waiver Programs will usually take three days, as follows:

- One day of orientation, training and preliminary review of programs.
- One day to review programs and prepare initial recommendations to the Commission and/or the institutions.
- One day to meet with representatives of each institution to clarify program intent, discuss the initial recommendations and negotiate any possible changes.

The training and orientation of team members will include:

- An explanation of the role of the panel, the functions of subject matter preparation programs, and the Commission's responsibilities in program review.
- A thorough review of each standard, its rationale and intent, and alternative ways in which the standard could be met.
- A review of imaginary programs, including acceptable and unacceptable examples.

Depending on the number of programs to be received during a particular meeting, the panel may be divided into subcommittees for particular phases of the review.

If the Review Team concludes that a proposed program will fulfill all of the standards, the Commission's staff will add the proposal to the agenda for the next monthly meeting of the Commission. During this meeting, institutional representatives will respond to Commissioners' questions about the proposed program. Following approval of a Multiple Subjects Waiver Program by the Commission, the institution will be expected to admit no additional students to programs that were approved prior to the adoption of the standards. Minor or technical changes that are agreed to by the team and the program coordinator may subsequently be reviewed by the CTC consultant and recommended to the Commission for approval, without being reexamined by the team.

If the Review Team decides that a proposed program does not satisfy one or more standards, the Commission's staff will return the proposal to the institution with an explanation of the team's findings. If substantive changes are subsequently made in the institution's proposal, the amended proposal will be resubmitted to the Review Team. A staff consultant and one or more members of the team will be available to assist each institution and answer questions about programs that have not been recommended for approval.

Program Documents Prepared by Institutions

The Review Team will examine each program on the basis of each standard, rather than in comparison with other programs. It will be the responsibility of the staff consultant to assure consistency in interpreting the standards.

Each program proposal should include the following elements.

(1) A statement of the program's philosophy, including the purpose of the program and a vision of a well-educated person. The purpose of this statement will be to help the panel understand the orientation of the program, not for the panel to recommend changes in program philosophy.

(2) A listing of each standard and a narrative explanation of how the program will meet each standard. Institutions will be expected to respond to each quality indicator, and should provide examples to show how the standard will be addressed. Members of the panel will be familiar with how college programs are structured and the subjects that are commonly taught in elementary schools. Therefore, explanations can be directed to persons who have considerable expertise in the area.

(3) The list of courses that would be available to program candidates. There should be a clear indication of whether each course is required or elective. Course descriptions and syllabi should also be provided.

Institutions will be encouraged to assemble the following kinds of information for the Review Team to examine for the initial approval of a Multiple Subjects Waiver Program.

(1) Program Description Document
(2) Course Syllabi and Catalog Descriptions
(3) Lists of Course Readings
(4) Advisement Forms and Records
(5) Assessment Instruments

Alternative Multiple Subjects Waiver Programs

On March 4, 1988, the Commission approved the use of its Standards for Approving Alternative Programs as the basis for approving and disapproving alternative standards and/or alternative quality indicators for Multiple Subjects Waiver Programs. These Alternative Standards were adopted as part of *New Designs for Professional Preparation*, the Commission's plan to redesign the evaluation and approval of college and university programs for prospective teachers and other school professionals.

The Commission's adopted policies related to alternative programs authorize colleges and universities to propose alternative standards for the evaluation and approval of professional preparation programs and subject matter preparation (waiver) programs on their campuses. Three broad standards serve as bases for determining whether to approve the alternative standards submitted by a college or university. These are described below.

Standards for Approving Alternative Standards for Waiver Programs

Standard 1 In each essential domain of subject matter preparation, the alternative program of subject matter preparation is represented by a set of standards and quality indicators that characterize the program as one of high educational merit and quality.

Rationale. To be approved as an alternative Multiple Subjects Waiver Program, the program must address the subjects commonly taught in elementary schools, and must be represented by a set of high standards of educational merit and quality.

Standard 2 In each essential domain of subject matter competence, the alternative program of subject matter preparation assesses each candidate on the basis of standards and quality indicators that are directly related to the goals and mission of the program.

Rationale. An alternative program must address the essential domains of subject matter competence. Its standards of competence and verification must be directly related to the overall mission of the program, in order to assure an effective use of the state's educational resources. "Essential domains of subject matter competence" are the categories of skills and knowledge in which well educated persons are expected to be proficient.

Standard 3 Alternative programs should be distinct departures from "conventional" Multiple Subjects Waiver Programs.

Rationale. The alternative program's goals, standards, quality indicators and/or curriculum delivery process should be substantially different than those in a traditional program. For example, an alternative program might integrate the delivery of subject matter preparation with the delivery of pedagogical preparation over the entire period of the candidate's initial preparation as a teacher.

Institutions that would like to establish Alternative Multiple Subjects Waiver Programs should take the following steps.

1. Submit a proposed set of alternative standards and/or alternative quality indicators to the Executive Secretary of the Commission. The institution should clearly label the document as a proposal for an Alternative Multiple Subjects Waiver Program. On the basis of a staff review of the document in relation to the three standards that are stated above, the Commission will approve or disapprove the alternative standards and/or alternative quality indicators.

2. Upon approval of the alternative standards and/or quality indicators, the college or university will present a program proposal which describes how each alternative standard and/or quality indicator will be met. This program proposal takes the place of a document that responds to the Commission's "regular" standards or quality indicators.

3. The description of the proposed alternative program will be submitted to a Review Team for approval on the basis of the approved alternative standards and/or alternative quality indicators.

Evaluation of Programs for Continued Approval

After initial approval, Multiple Subjects Waiver Programs will be reviewed on the same cycle as professional preparation programs, by evaluation teams of approximately five members. Team members will interview program coordinators, subject matter professors, persons responsible for field experiences, persons responsible for assessment, advisors, candidates and recent graduates of the program. Evaluators will also review program documents, course syllabi, assessment instruments, advisement sheets, examples of student work and other documents that are provided by institutions as evidence that the standards of program quality have been met.

Multiple Subjects Waiver Programs that have been approved on the basis of the standards in Section 4 will be evaluated on the basis of the same standards. Alternative programs will be evaluated on the basis of the approved alternative standards and/or quality indicators, using the information sources that are identified above.

Long Range Plan for the Use of Program Standards in Development of a New Assessment System

As was mentioned in the first section of this report, there are two ways in which a prospective elementary teacher can demonstrate subject matter competence in California. The first option is the subject of this report, the Multiple Subjects Waiver Program. The second is passage of a Commission approved standardized, statewide assessment of subject matter competence and knowledge. The statewide assessment option needs to be available to a variety of persons who want to become elementary teachers in California: persons who are educated in other states, but want to teach in California; persons who pursue other degree programs or matriculate from institutions that do not have approved Multiple Subjects Waiver Programs; and students who decide to become teachers relatively "late" in their college years.

The content of the assessment of subject matter competence should include those subjects that are required by Education Code 44314. The subject matter requirements (Standard 3), as well as the standards related to ethnic, gender, and cultural perspectives (Standard 8), and technology (Standard 9) should become the basis for the specifications and scope-and-sequence-statements for the statewide standardized assessment. The assessment should be based on the same tenets that are expressed in Standards 1 and 2, and should reflect what is expected of a person who matriculates from an academically rigorous and intellectually stimulating program. The congruence between the two methods of demonstrating subject matter competence is very important, and the Commission should take great care in assuring their alignment. For this reason, the Commission plans to develop a comprehensive assessment of subject matter knowledge and competence that represents the best possible alignment with the adopted Standards of Program Quality for Multiple Subjects Waiver Programs.

Appendix

Assembly Bill 1759 (Clute)

Chapter 832 of the Statutes of 1987

SECTION 1. The Legislature hereby finds and declares that the breadth and depth of the academic preparation of candidates for multiple subject instruction in elementary schools is the primary basis for the quality of the elementary school curriculum for young children. The Legislature recognizes that most young children learn the subjects of the school curriculum for the first time in elementary schools and classrooms. These early encounters shape each child's subsequent academic successes and failures. Communication skills, reasoning abilities, physical capacities, and personal values also develop as a consequence of early instruction in language arts, mathematics, science, social studies, art, music, health, and physical education.

The Legislature also recognizes that three out of four of the elementary teachers who are prepared in California qualify for their credentials by completing programs of subject matter preparation, which constitute two-thirds of the collegiate education of these candidates.

SECTION 2. Section 44314 of the Education Code is amended to read:

44314. A "diversified" or "liberal arts" program is any program that has been approved by the commission on the basis of standards adopted by the commission.

(a) An approved program shall consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education and human development.

(b) The commission shall establish standards for "diversified" or "liberal arts" programs, or equivalent programs that waive the subject matter examination for multiple subjects instruction.

SECTION 3. The commission shall adopt standards and promulgate regulations to implement this act on or before July 1, 1988, after which the commission shall begin to review and approve "diversified" or "liberal arts" programs on the basis of the standards and regulations. If the commission finds that the criteria and procedures utilized by a nongovernmental accreditation agency represent a higher standard for "diversified" or "liberal arts" programs than the commission's criteria and procedures for program approval, the commission may approve programs that have been accredited by the nongovernmental agency without separately reviewing the accredited programs.

(Signed by the Governor September 19, 1987. Filed with the Secretary of State September 21, 1987.)

National Teacher Exam

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
SCHOOL OF EDUCATION
CREDENTIAL PREPARATION OFFICE
Joseph H. Schieffer, Director
818 885-2586

May 14, 1991

MEMORANDUM

TO: Concerned Persons

SUBJECT: Passing Rate on NTE Core Battery General Knowledge Test by Child Development Majors at CSUN

Since the CSUN Child Development major is not an approved subject matter waiver program for the Multiple Subject credential, teacher candidates from this major pursuing that credential must pass the General Knowledge portion of the NTE Core Battery. This study attempted to ascertain the pass rate for these students.

Two steps were followed. First, names were secured from the data base in the Credential Preparation Office for Child Development majors admitted to the credential program. Second files of these admittees were reviewed to determine their NTE results.

Four separate groups were reviewed. The results were as follows:

	No Score	Pass	Fail	Percentage of Pass of Those with Scores
Spring 1991	11	2	1	67%
Fall 1990	24	9	5	64.3%
Spring 1989	8	5	2	71.4%
Fall 1988	14	5	1	83.3%
TOTALS	57	21	9	70%

A review of the data shows that the vast majority of Child Development majors have not reported any NTE scores. One hypothesis for this is that these are undergraduates who are not yet ready for the NTE. The other hypothesis is that many do not take the NTE preferring to complete the equivalence of the Liberal Studies major. The third hypothesis is that these candidates especially those from 1988-89 have dropped from the program.

A review of those candidates who reported scores on the NTE shows over two/thirds passing the exam.

5/91
wpmemos\concpers.514

NATIONAL TEACHER EXAMINATION (NEW)

Elementary Subject Matter Examination Structure and Specifications

Section A: Two Hours

Purpose:
Assess breadth of knowledge and skill in seven domains or disciplines at basic, introductory levels of advancement.

150 Multiple Choice Questions

Seven Domains or Disciplines

Eng. Lang. Arts	Human Devt.	Mathematics	Phys. Educ.	Science	Social Studies	V & P Arts
Numbers of Multiple-Choice Questions (Total=150)						
30	10	30	10	27	27	16

Section B: Two Hours

Purpose: Assess breadth of thinking skills and knowledge in seven domains or disciplines at basic, introductory levels of advancement.

22 Short Constructed-Response Questions

Seven Domains or Disciplines

Eng. Lang. Arts	Human Devt.	Mathematics	Phys. Educ.	Science	Social Studies	V & P Arts
Short Constructed-Response Questions (Total=22)						
4	2	4	2	4	4	2

Section C: Two Hours

Purpose: Assess integrative abilities (C-1) and depth of thinking skills in examinee-selected domains or disciplines at higher levels of advancement (C-2).

At least 4 Constructed-Response Questions in Subsections C-1 and C-2.

Subsection C-1: Integration (One Hour)

Each examinee answers two constructed-response questions that require the integration of at least two domains or disciplines.

Subsection C-2: Concentration (One Hour)

Each examinee answers two or more constructed-response questions in her/his subject of concentration.

APPENDIX "I"
EVALUATION DATA

* Statistical Data

* Letters of Support

* Issues Raised by Students

* Published Articles

Statistical Data

Statistical Data Compilied from LAMC "Application for Admission"

Total Students 107

ETHNIC IDENTITY

Code	Description	Total
(40)	Mexican, Chicano, Mex-Amer	28
(41)	Central American	13
(42)	South American	8
(49)	Other Hispanic	52
(50)	Caucasian, White	2
(80)	Other, Non-White	1
(90)	Decline to State	3
		107

PRIMARY LANGUAGE

Code	Description	Total
(0)	Did not specify	47
(1)	English	9
(9)	Spanish	51
		107

EDUCATIONAL GOAL

Code	Description	Total
(0)	Did not specify	23
(1)	Prepare for new career	12
(2)	Advance in current job	8
(3)	Discover/develop career interests	5
(4)	Obtain two-year degree without transfer	1
(5)	Obtain A.A. without transfer	1
(7)	Obtain Bachelors after A.A.	17
(8)	Obtain Bachelors without A.A.	4
(10)	Improve English, reading, math skills	1
(12)	Personal development	3
(13)	Undecided	32
		107

Statistical Data Compilied from LAMC "Application for Admission"

SPECIAL SERVICES

Code	Description	Total
(0)	None	95
(	Financial Aid	8
(	Child Care	2
(3)	Tutoring	2
(4)	Transfer Assistance	1
(6)	Employment Assistance	2
(7)	Low income	5
		115 Requests

EDUCATIONAL STATUS

Code	Description	Total
(0)	Did not specify	25
(1)	High School diploma (U.S.)	39
(3)	Not a H.S. grad, adult school	1
(4)	Not a H.S. graduate	9
(5)	Obtained GED	2
(6)	H.S. Proficiency	2
(7)	Foreign Secondary diploma	24
(8)	A.A. degree	1
(9)	B.A. degree	4
		107

ENROLLMENT STATUS

C	Description	Total
(1)	First time college student	19
(2)	First time at this college, transfer	9
(3)	Returning after attending another	7
(4)	Returning without attending another	2
(6)	Continuing	70
		107

COLLEGE UNITS COMPLETED

Code	Description	Total
(1)	(0) Units	13
(2)	(1/2-15 1/2) Units	47
(3)	(16-29 1/2) Units	25
(4)	(30-59 1/2) Units	10
(5)	(60) or more. no degree	9
(6)	AA,AS,BA,BS or higher	3
		107

"Spanish Reading Through Language Arts"

Students by Region

# of Students Enrolled	Day of Class	Letter of region in which the class was held.	Percentage of students from Region F.	Percentage of students from Region E.	Percentage of students that did not indicate a region.
31	Saturday	Region F	68%	3%	29%
41	Wednesday	Region E	10%	78%	12%

Issues Raised by Students

Issues Raised by Cohorts During On-going Program Evaluation

I. Students are having trouble with enrollment process when they go directly to the admissions office.

Students have been told at the admissions office

1. Class is not valid
2. Class won't transfer
3. Students will not get credit for class

The students did not know the name of the person in Admission who gave them this information.

Action: ***Better communication with Admissions office***
- Inservice counselors/admissions personnel

II. Students grade counts 50% from attendance from class so students will be able to make up missed classes by attending the workshops offered by Future Teachers Institute and the Bilingual Expressway.

A. Workshops 1-4

III. There will be class on 4/27 .as usual

A. Can attend Bilingual ESL workshop put on by the Los Angeles Unified School District in afternoon.

IV. Students feel unclear about the goals of the Future Teachers Institute.

A. One student didn't even realize she was a student at Mission College in this program.
B. When will they have an appointment with counseling?
C. When will the students have an appointment with Eloise?

Action: ***Make an information brochure for students. Hire a part time counselor for the Future Teacher Institute. Conduct inservice meetings for the attendance and counseling staff to inform them about the details and objectives of this program.***

V. Students want to know more about the cohort tracking system.

Action: ***Develop tracking plan and promote the regular interaction of members of each cohort group.***

VI. Students want to know the procedures about transferring from Valley College to Mission College.

Action: ***Have students make an appointment with the counseling and admissions office.***

VII. About 20 students attended the Future Teacher Club (Grant High School). Students expressed that they were happy with the Future Teachers Club.

VIII. Students want to purchase the textbooks for "Spanish Reading Through Language Arts."

Action: ***Purchase the book through the Los Angeles Unified School District***

- ***A. Book cost $8.50 plus tax***
- ***B. Only 8 people ordered the book, Enbusca de Nuevos Horizontes through Renee***
- ***C. Renee returned money and will have students order directly from Los Angeles Unified School District***

Andy Kubirn
450 N. Grand Ave.
Los Angeles, CA 90012
(213) 625-6432

IX. Students raised concerns about decoding skills.

- A. Students were persistent about the value of learning decoding as a system
  1. Teacher Assistants feel their supervising teachers teach Spanish reading like English reading and the teacher assistants feel this is not the most effective way to teach Spanish reading.
  2. Teacher Assistants feel that the combination of core literature and a system for decoding is the best way to teach Spanish reading.
  3. As parents on the advisory board of the Los Angeles School District and as teacher assistants, they feel qualified to give their input about the value of teaching decoding as a system.

Action: ***Inform the Los Angeles Unified School District about theses teacher assistant concerns. Discuss the value teaching decoding skills as an entity.***

X. Teacher assistants object to the amount of time with a student (about 20 minutes). They feel more time is needed with the individual students.

Action: ***Determine the grade level and discuss or hold workshops for teacher assistants on child growth and development. The workshop could deal with activities which make the best use of this time.***

XI. Teacher Assistants feel that the time they spend with the students that are assisgned to them should not be interrupted by scheduling "school programs" during that time.

Letters of Support

Los Angeles Unified School District
Region E Administrative Offices
6621 Balboa Boulevard Van Nuys, California 91406
Telephone: (818) 997-2550

WILLIAM R. ANTON
Superintendent of Schools
GABRIEL CORTINA
Region Superintendent
JACK S. JACOBSON
Region Administrator
CARMEN N. SCHROEDER
Region Administrator
RUTH BUNYAN
Director of Instruction

June 11, 1991

Dear Ms. Brosseau:

It has been a pleasure for Region E to participate in the Future Teachers Institute with Mission College. During this semester we have had an opportunity to work together to create a program that would enhance the educational experience of the students in the Los Angeles Unified School District and motivate paraprofessionals to work toward a Teaching Credential. In addition, there have been many opportunities to expose paraprofessionals to new vistas in education.

Feedback received from program participants has been overwhelmingly positive and students express a desire for continued experiences in the field of education. Specific classes relating to child development, problem solving strategies, and effective discipline techniques are of interest to those students participating in the Future Teachers Institute.

The Cohort nature of the program gives the paraprofessionals a system whereby they can network with others. This encourages them to share ideas and validate the positive practices they are able to see each day at the school sites where they are presently employed.

It is our hope that we may continue to work together and with a spirit of cooperation and commitment offer support and encouragement to these interested and enthusiastic students.

We look forward to continued success in this endeavor.

Sincerely,

Gabriel Cortina, Superintendent
Administrative Region E

The California State University

CSUN

California State University, Northridge
School of Education
Department of Special Education
18111 Nordhoff Street — **EDUC**
Northridge, California 91330
(818) 885-2596

Gayle D. Brosseau, Coordinator
Future Teachers Institute
Los Angeles Mission College
1320 San Fernando Road
San Fernando, CA 91340

Dear Gayle,

It has been a pleasure to collaborate with you on the Future Teachers Institute Project, and I fully support the proposal for the continuation of the project.

Recruitment of classroom paraprofessionals into teacher education taps a pool of committed people, who have already learned a lot about children. It opens a door to professional preparation for people who never thought a college education would be available to them. This project benefits the trainees and the children in the classrooms where they work. In addition, it benefits the community by bringing people from the school communities into the teaching profession. Such a project requires a long-term commitment of funding, because many trainees have families as well as jobs, and may take four or more years to complete an A.A. Degree program. However, my own experience with paraprofessionals has shown that - with encouragement and support - they are able to maintain their motivation over a long stretch of time, until they finally achieve their goal.

Prior collaboration between Los Angeles Mission College, the CSUN Department of Special Education, and Los Angeles Unified School District on federally funded paraprofessional training projects has established a career ladder concept on our campuses, and has provided a climate and a set of relationships in which the present project can flourish. I believe it would be hard to find a more extensive history of prior collaboration between a Community College, a teacher training institution, and a school district, anywhere in California. The trainee population is clearly here, and clearly interested. The collaborative arrangements are in place. I sincerely hope that continued funding is approved so that the program can proceed.

Sincerely,

Joyce C. Hagen

Dr. Joyce C. Hagen, Coordinator
Para-Educator Project, CSUN

The California State University

CSUN

California State University, Northridge
Associate Vice President
Academic Programs
18111 Nordhoff Street — **ACPA**
Northridge, California 91330

3 June 1991

Eloise Cantrell
Project Director
Future Teachers Institute
Los Angeles Mission College
1212 San Fernando Road
San Fernando, California 91340-3294

Dear Eloise:

I've taken the opportunity to comment on progress of the Institute to write a few evaluative statements about my view of your work to date. Perhaps you can add these to the pile of favorable comments I'm confident you are accumulating.

Cordially yours,

Mike

Michael B. Newcomb
Articulation Officer

MBN:m

3 June 1991

TO WHOM IT MAY CONCERN:

EVALUATION OF FUTURE TEACHERS INSTITUTE

I'm pleased to comment on progress made so far by the Future Teachers Institute at Los Angeles Mission College.

From my perspective as an articulation officer at California State University, Northridge, the work done on behalf of the Institute to explain the complex relationships between certificate, Associate of Arts, transfer, and credential programs is nothing short of superlative. For years I have asked my community college colleagues to construct a chart summarizing relationships between certificate, AA or AS, and transfer programs, and until the success of the Future Teachers Institute in mapping out requirements, no one was up to the challenge.

If the ability to explain complex program requirements demonstrated by my colleagues at Mission can be relayed to others, it will be a great service. Many students pursuing certificate and AA programs are inspired to change educational objectives, and if we can do a better job providing early, basic information about loftier goals, it facilitates effective student progress toward those ends.

I feel obliged to comment (even though I'm an outsider who does not routinely meet the students participating in classes associated with the Institute) that it appears many students at Mission who aspired first to careers as teacher aides have subsequently been inspired to pursue teaching careers as a direct result of their classwork at Mission. This is indirect evidence of some very strong teaching in key courses at Mission.

I will use the Future Teachers Institute's example to illustrate how certificate and AA degree programs may be explained to students in such a way as to inform intelligent course selections, acknowledging a change in plans, moving in the direction of transfer to CSUN. In my twenty years doing articulation work, only the Future Teachers Institute has been able to set this articulation example.

The Future Teachers Institute has my most enthusiastic endorsement for its work in articulating and communicating course requirements. Please call on me for elaboration on any of the comments above (818-885-4943).

Michael B. Newcomb
Articulation Officer
California State University, Northridge

Los Angeles Unified School District

Burton Street School

8111 Calhoun Avenue, Panorama City, California 91402
Telephone (818) 908-1287

WILLIAM R. ANTON
Superintendent of Schools

EMMA H. WILSON
Principal

June 6, 1991

Eloise Cantrell, Project Director, Future Teacher Institute
Los Angeles Mission College
1320 San Fernando Rd.
San Fernando, CA 91340

Dear Eloise:

It is always exciting for those of us in the Los Angeles Unified School District and specifically Region F to facilitate a communication between our Region and the local Community College. We at the neighborhood school often realize first hand the needs of our teacher assistants and often those needs exceed what we can do alone at the local school.

I want to take this opportunity to express thanks for the excellent professional service you are providing our teacher assistants attending Mission College and the Future Teacher Institute. You have consistently operated within the limits of your integrity, incorporating our input to give teacher assistants the best possible program. The overall benefit to children will have a rewarding payoff in the years to come.

Sincerely,

Emma H. Wilson
Principal

cc: Jack Fujimoto, President, Los Angeles Mission College
Sara A. Coughlin, Region Superintendent

Los Angeles Mission College

One of the ten Los Angeles Community Colleges

INTER-OFFICE CORRESPONDENCE

Date:	June 11, 1991
To:	Gayle D. Brosseau Future Teachers Institute
From:	Joanne Kalter-Flink Counselor and Liasion to Future Teachers Institute
Subject:	Comments and Evaluations of the Future Teachers Institute

It is a pleasure to be involved in such a meaningful and well planned program as the Future Teachers Institute.

The benefits to all parties involved are many. The programs continuity as a career ladder model is easy to follow and promises the student the opportunity to meet goals. The intersegmental planning between Los Angeles Mission College (LAMC) and California State University, Northridge (CSUN) insures an easy transition to the upper division program. The courses that are designed with Los Angeles Unified School District (LAUSD) provide the students the on hands experience and information to succeed at working in the classroom setting.

Through much effort on the part of the coordinating committee the Future Teachers Institute will be a vital program on our campus.

I would like to recommend a special orientation/assessment be implemented for the students of this programs to facilitate early placement results in English and Math. This would allow for more effective advisement and program planning. This would also provide the opportunity for referal to other support services such as Financial Aid, Transfer services, and tutoring.

I feel if the Child Development major can be modified to become a waiver program for a teaching credential, we would see more students taking the Child Development program. this would be very beneficial to those with special interest in early childhood education.

I look forward to being a part of the continuation and growth of the Future Teachers Institute.

CSUN

California State University, Northridge
Northridge, California 91330

School of Communication
and Professional Studies
Interdisciplinary Major in Child Development
(818) 885-3385

May 10, 1991

Gayle D. Brosseau, Coordinator
Future Teachers Institute
Los Angeles Mission College
1212 San Fernando Rd.
San Fernando, CA 91340

Dear Ms. Brosseau:

I very much wanted to be with your planning group the next time you met. At the time your meeting is taking place, I will be lining up with distinguished colleagues and students for the graduation processional. I am so sorry that I cannot be with you at this crucial time.

I think your project is an excellent one as are the people working on it! I wish I could be with you. Please let me know what happens at the meeting.

Perhaps I can provide contributions after I see what your group suggests at this May 29th meeting. I realize that it is essential that our institutions work closely together so that your Future Teachers Institute can become the outstanding project we all know it will be.

Sincerely yours,

Edythe Margolin

Edythe Margolin, Coordinator/Professor

EM:em

The California State University

Los Angeles County Office of Education

Stuart E. Gothold
Superintendent

Los Angeles County Board of Education

Frank J. Alderete
President

Max E. Ragland
Vice President

Lewis P. Bohler, Jr.

Jeanne Breunig

Manuel Gallegos

Barbara G. Pieper

Michaelene D. Wagner

VICTORIA M. RICHART
ACADEMIC AFFAIRS
JUN 1991
AM 7,8,9,10,11,12,1,2,3,4,5,6 PM

May 30, 1991

Victoria Richart
Dean - Academic Affairs
Los Angeles Mission College
1241 San Fernando Road
San Fernando, CA 91340-3294

Dear Victoria,

Thank you for the time you shared with us on Wednesday discussing activities you have implemented to support your project: Future Teachers Institute. It is obvious that Eloise and Gail have invested a great deal of thought, energy and time to the project. Each of you are to be commended for the success of this project.

I think we might be able to collaborate to; 1. build the partnership between the aide and teacher, 2. disseminate the project on a "how to" format to other community colleges interested in a Future Teacher Institute. The idea might be a pilot project relating to "pre-certification" of instructional aides through allocation of specific a.d.a. and a contract format. I look forward to hearing from you if you think this might be a viable option.

Thank you for sharing and acolades for a project with excellence, thoughtfully done.

Sincerely,

Ginny Hoffman

Virginia "Ginny" Hoffman
Assistant Director
Curriculum and Instructional Strategies

VGH:mg

9300 Imperial Highway, Downey, California 90242-2890 (213) 922-6111

The California State University

CSUN

California State University, Northridge
School of Education
Department of Special Education
18111 Nordhoff Street — **EDUC**
Northridge, California 91330
(818) 885-2596

May 30, 1991

Gayle D. Brosseau
Coordinator: Future Teachers Institute
Los Angeles Mission College
1212 San Fernando Road
San Fernando, California 91340-3294

Dear Ms. Brosseau:

I really enjoyed your advisory group meeting yesterday and appreciate being asked to join. Driving home from the meeting, I thought of a few more possible recommendations that you may want to consider:

1. This might be a good time to try for a change in the names of your occupational certificates: From Teacher's Aide Certificate to Para-Educator Certificate and from Exceptional Children's Teacher's Aide Certificate to Special Education Para-Educator Certificate.

   Rationale: For some time nationally, the term paraprofessional has been preferred to aide. The statewide paraprofessional task force has agreed on the term para-educator. The existence of your pilot program might be sufficient excuse for bringing in more current professional terminology.

2. The development of a Special Education track for trainees should probably begin with the ECTA Certificate - renamed, I hope, as indicated above. A **Special Education Para-Educator A.A.** program could be build around it, with agreement to transfer as electives into the California State University, Northridge Child Development program. The program should include - at either the Certificate or A.A. level - understanding and implementing community based instruction and job coaching, which have major roles for paraprofessionals. These should probably be taught through a course attached to supervised field-work. A course on understanding and implementing the teacher's behavior management program would also be important in the special education track, and may be desired by students in other tracks - again, a course with a field-work component would be my suggestion.

   Then we should work with the CSUN Child Development major to build a Special Education track into the major. They have ways of differentiating the experience for students who wish to specialize in Special Education, but developing this into a formal track would be an important step forward. I will talk to Child Development faculty and see if they are open to this kind of an effort.

3. In connection with the discussion on the need for teachers to understand their responsibility as supervisors, two approaches - not necessarily mutually exclusive - occur to me.

   A. District in-service: LAUSD could offer an in-service workshop for teachers - titled something like Teachers as Supervisors, that provides the necessary orientation and training for carrying some responsibility for another person's professional development.

   B. University course: CSUN School of Education faculty could offer a course on supervision through extension for possible district unit credit. There are regular three-unit graduate course offerings on supervision in regular and special education that relate to the supervision of student teachers, but I think something different is indicated here.

   Special Education has an existing one-unit graduate level course on supervising paraprofessionals that could be offered through extension to the special education teachers supervising FTI trainees. It may also be appropriate for the regular education teachers, or could be tailored that way, if needed.

4. It would be good to get a commitment from the Los Angeles Unified School District to keep the trainees on the payroll (as paraprofessionals, for the number of hours they had been working the prior semester) when they do their two semesters of student teaching, if they have not obtained positions as interns.

   Rationale: Your trainees can probably not afford to be unemployed while they complete their student-teaching requirements, and there may not be emergency or intern positions available when they reach this stage. In Special Education, intern positions will be available for a long time into the future, but interns must have completed their basic Multiple Subjects or Single Subjects credential to qualify. I think it would be important for your pilot to establish this employer responsibility now.

   Precedent: In San Francisco, the union contract provides that paraprofessionals in teacher training, who have been employed by the district, will remain on the payroll as paraprofessionals while they complete their student teaching.

This is probably more advice than anyone needs! I hope some of it is useful for your program. Thank you for asking!

Sincerely,

Joyce C. Hagen

Joyce C. Hagen
Chair: Department of Special Education
Project Director: Special Education Para-Educator Training Project.

cc: L. Krzywkowski, Associate Dean, CSUN School of Education
D. McLean, Chair, LAMC, Curriculum Committee

Published Articles

NEW MINORITY PROGRAMS IN THE SCHOOL OF EDUCATION BILINGUAL PROFESSIONAL EXPRESSWAY PROJECT AND THE FUTURE TEACHERS INSTITUTE

Leo V. Krzywkowski, Ph.D.

"Mission" is a common word in California, a reminder of the Spanish Colonial Period in American history. Los Angeles Mission College (LAMC) is named, in fact, after the San Fernando Mission, an early Spanish outpost which sought to activate the potential of the people it served. In fact, the aims of those early Spanish missionaries have become the goals of LAMC. For both were created to develop human potential through education in an area which needs it as much, if not more, than any other in the country.

L to R: Vilma Lopez, President, LAMC Associated Students Organization, Leo Krzywkowski, Associate Dean, School of Education, CSUN, and Rene S. Baez, Director, Bilingual Professional Expressway Project, LAMC

The San Diego Freeway divides the San Fernando Valley into two distinct parts. The west fits the "golden" image of California. Rich in resources, it has high fashion malls, luxurious homes and thriving high tech industries; its citizens are comfortable and middle class. The east - the side served by Mission College - is blighted. Its resources are meager, its malls modest, its homes humble. Its citizens are the economically and educationally depressed, or the culturally displaced. This is an area where Los Angeles' newest immigrants live. Often, they are disadvantaged. It is the hope of Mission College and the California State University, Northridge (CSUN) to activate the great potential they have and bring them into the mainstream of American life.

In order to accomplish this task, LAMC has designed two special programs: 1) the Bilingual Professional Expressway Project (BPEP), and 2) the Future Teachers' Institute. The School of Education is a proud partner in both.

The Bilingual Professional Expressway Project was devised to create an identification, matriculation, transfer and placement process for Hispanic professionals new to the United States. It is estimated that thousands of under-employed professionals are residing in the greater Los Angeles area. They are the victims of crisis-torn Central America or immigrants from South America. They are people in search of the better life the United States has to offer. Most cannot practice the professions for which they have been trained because of language barriers, and because they do not know how to have their degrees certified. Many work in low-paying jobs with little possibility for advancement. Their professional skills go unused; their talents wasted. The failure to utilize their skills in our economic development is an inexcusable loss to society.

The Bilingual Professional Expressway Project is designed to remedy that problem. It is a non-traditional program that enables the culturally and economically displaced - but professionally educated - to enter the American job market. The Expressway does three things in an attempt to increase the number of minority students obtaining American professional degree certification:

- *it identifies Hispanic professionals*
- *it provides them specialized counseling*
- *it furnishes instruction and articulation between them and CSUN.*

In addition, by focusing special attention on minority school teachers, the program will assist the transition of bilingual teachers into classrooms where they are desperately needed. The project will be conducted over a three year period funded by a federal grant of $100,000. It began in September 1990.

Just as important is the newly established Mission College Future Teacher Institute. Funded by a $25,000 planning grant received in January 1991, it intends to develop a professional career ladder to advance bilingual students from a Teacher's Assistant Certificate, to an Associate of Arts degree, through a Bachelor's degree and ultimately to the California Teacher Credential.

The program's initial strategy is to establish cohort groups of students who, while taking classes together to earn their teaching licenses at LAMC and CSUN, work as aides in the Los Angeles Unified School District. We will have more to report as the program progresses.

Congratulations to the School of Education in recognition of the outstanding contribution made to faculty diversity from the Equal Employment Opportunity/Affirmative Action Advisory Board Academic Year 1990/91

THE URBAN CLASSROOM TEACHER CERTIFICATE PROGRAM

Dudley Blake, Ed.D.

The Urban Classroom Teacher Certificate Program (UCTCP) is a new program that is being organized by a number of departments at California State University, Northridge (CSUN). Originally the Los Angeles Unified School District (LAUSD) approached California State University, Los Angeles and California State University, Dominguez Hills and CSUN to provide additional preparation for urban teachers who might be interested in enrolling in a program that would improve their teaching skills and might also increase their salaries.

At the present time it is not certain if the LAUSD will be able to pursue their interest in the UCTCP because of their serious financial and budgetary constraints. We here at CSUN are, however, committed to this program and will go forward with it whether or not the LAUSD participates.

Our proposal is unique because it involves departments from a variety of disciplines, including many from outside of the School of Education.

APPENDIX "J"

SURVEYS

* Survey #1 - Interest Survey

* Survey #2 - Education Survey

* Survey #3 - Job Survey

* Survey #4 - Evaluation Survey

RESULTS OF SURVEY #1

Interest Survey

Survey #1
Interest Survey

(Teacher Assistants and Educational Aides interest in becoming future teachers)

TO: Emma Wilson, Principal
Burton Street School
Region F

FROM: ________________________School
Region________

1. I am seriously interested in pursuing a career in teaching. ___yes ___no. If the answer is yes, please print your name ______________. Print social security number___ __ ____.

2. Check the time of day you prefer for classes ___ 8 to 12 noon ___ 1 p.m. to 5 p.m. ___ 5 p.m. to 9 p.m.

3. Days preferable for classes? M T W TH F Sat.

4. MAXIMUM member hours I can attend a week: 3 6 9 12 15.

5. What location for classes do you prefer? _______________ Mission College
_______________ Other

SUGGESTIONS/COMMENTS:

____

____

____

PLEASE RETURN BY NOVEMBER 30, 1990 SO MISSION COLLEGE CAN PREPARE FOR SPING 1991 CLASSES.

(ADDRESS IS NOTED ON OTHER SIDE. PLEASE FOLD AND STAPLE FOR MAILING.)

Results of Survey 1

This survey was taken to determine if there was sufficient interest for the pilot program, the **Future Teachers Institute**. It was distributed to the teacher assistants in Region E and F of the Los Angeles Unified School District.

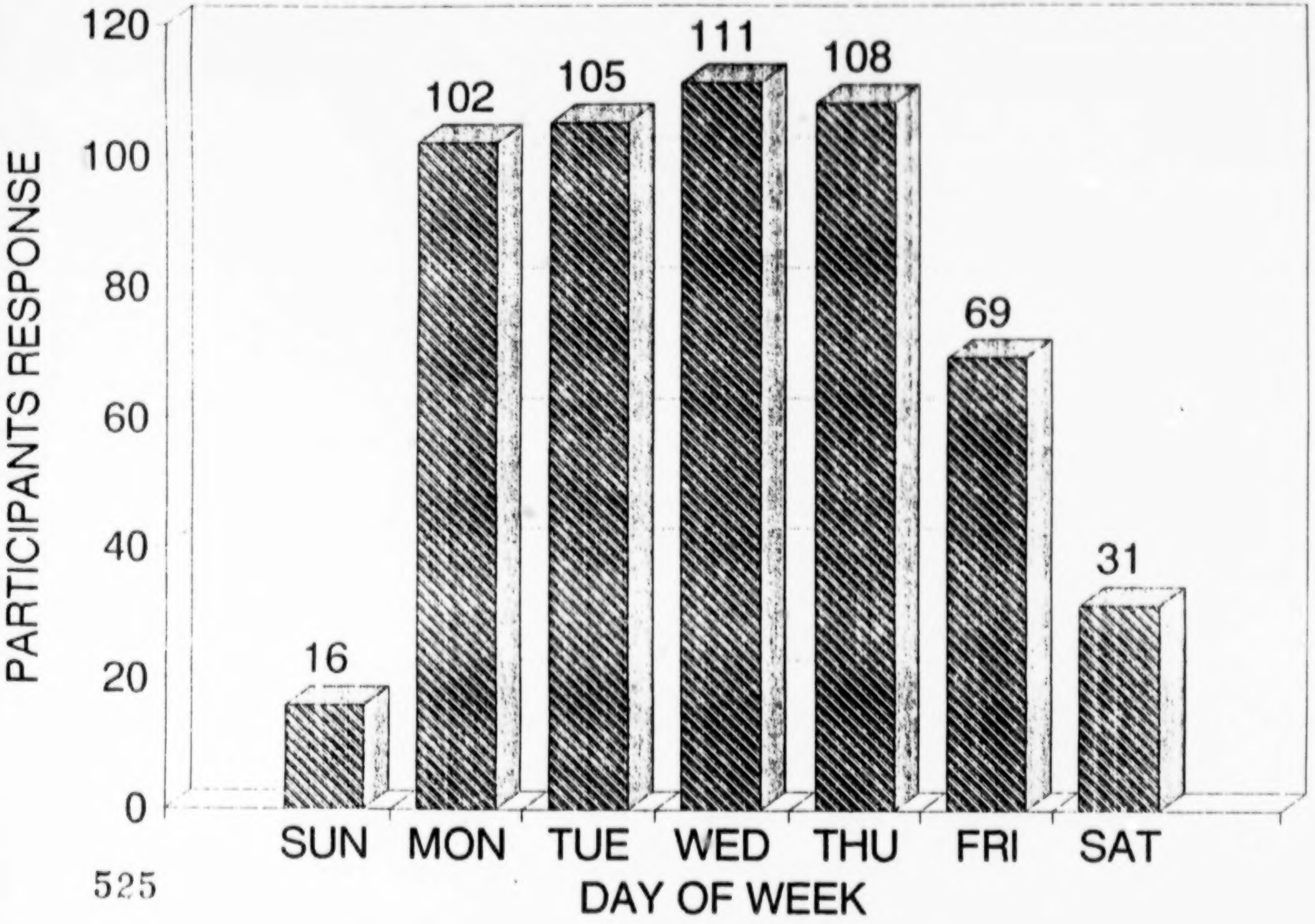
Question:

One hundred eighty-one teacher assistants responded to the survey. Twenty-six (15%) teacher assistants were not interested; while, one hundred fifty-five (86%) showed a desire to enroll in the program.

Question:

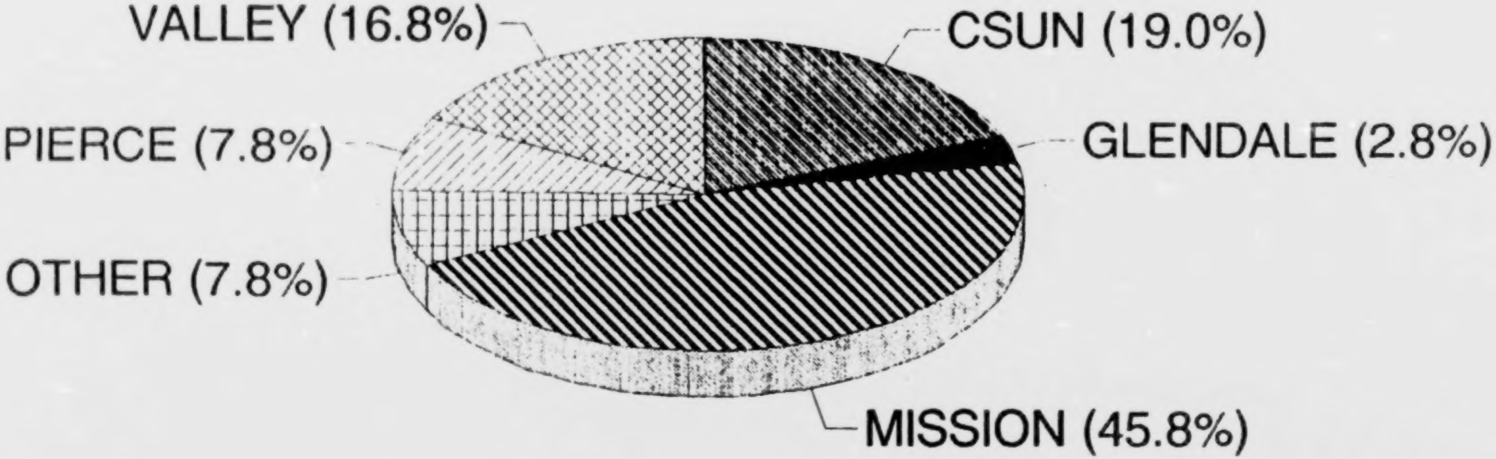
Sixty-seven teacher assistants (37%) indicating an interest were from Region E, ninety-one (50%) were from Region F, and twenty-three (13%) did not respond.

PREFERRED DAY OF THE WEEK



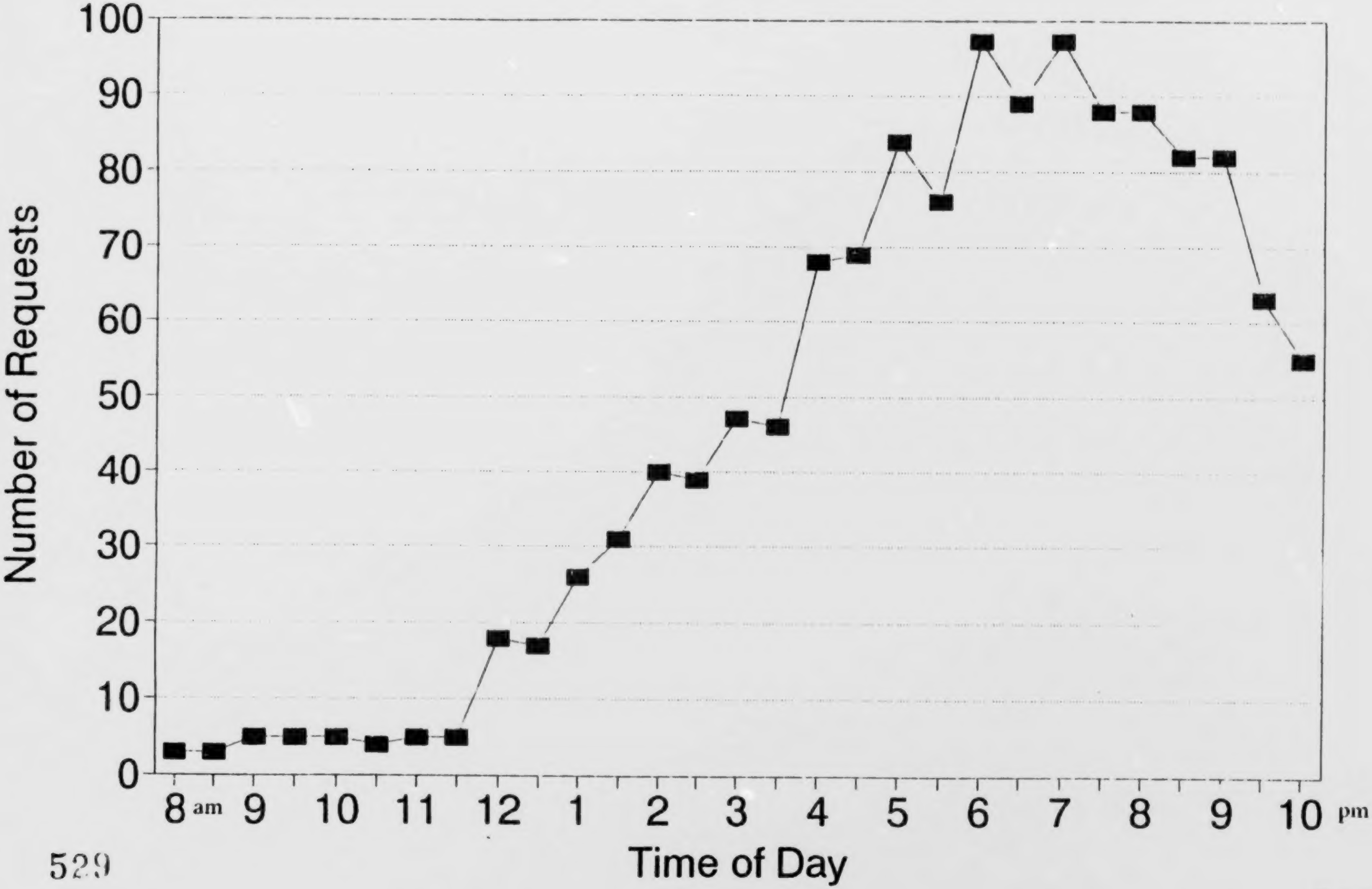
PREFERRED LOCATION

FUTURE TEACHER INSTITUTE CLASSES



TEACHER ASSISTANT SURVEY

Requested Class Times



STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
**																				
Wilson, Phillip G.	Fernangeles		F					X			X	X	X	X	X		04:00 PM	10:00 PM	20	This app. is not clear what it is about but I hope its for "rapid study".
** N																				
. .																			0	
. .																			0	
. .																			0	
. .																			0	
**																				
Johnson, Carol .	Andasol		F	X					Granada Hills H.S.		X	X	X	X	X		01:30 PM	04:30 PM	6	More education classes in Child Development, Child-geared and Family Sociology classes, too.
Paigen, Laura M.	Andasol	E	F			X											04:00 PM	10:00 PM	9	More 4:00 classes, most classes start at 6:00, which makes it to hard to take any more than 2 classes.
Shevlin, Rita .	Beckford		F	X						X	X	X	X	X	X	X	06:00 PM	10:00 PM	10	
[illegible]nito, Olga .	Brainard		F					X		X	X	X	X	X	X	X	06:00 PM	10:00 PM	9	
[illegible]lakian, Goar G.	Burbank	E	E						Northridge		X	X	X	X	X	X	12:00 PM	04:00 PM	40	I have my diploma evaluated from Armenia, Rushia if you need to look at it, I can send it to you.
Salcedo, Marco A.	Byrd	J	F					X				X	X	X			07:00 PM	10:00 PM	10	
Santucci, Graciela .	Calvert		E				X												0	
Meszaros, Dina .	Camellia		E			X										X	08:00 AM	06:00 PM	5	
Moreira, Vilma .	Camellia		E			X		X		X	X	X	X	X	X	X	02:00 PM	10:00	40	I really want to get startted in school for teaching. I would love to be a teacher.
Lozano, Monica .	Camellia		E					X			X		X		X		12:01 PM	10:00 PM	25	I think its great that Mission College/CSUN get together to put some classes for future teachers.
Nevarez, Rosa F.	Camellia	E				X					X	X	X	X	X		04:30 PM	09:00 PM	0	afternoon and evening classes which are required will be great if they are available since many of us work in the morning.
Salazor, Cristina .	Camellia		E	X							X		X				06:30 PM	09:30 PM	12	
Perez-Franco, Maria .	Camellia		E			X						X		X			06:00 PM	09:00 PM	0	
Garcia, Elizabeth .	Camellia		E	X							X	X	X	X	X		04:00 PM	10:00 PM	15	I am a graduating Senior from CSUN.
Yuwiler, MaryAnn .	Castlebay		F	X					COC			X		X			12:00 PM	10:00 PM	12	
O'Kelly, Nancy .	Castlebay		F					X	GH High School		X	X	X	X	X		01:00 PM	07:00 PM	15	
[illegible]e, Wendy .	Castlebay		F				X	X			X	X	X	X			06:00 PM	10:00 PM	4	

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Y	Castlebay		F					X				X	X	X			01:00 PM	04:00 PM	6	
mirez, Celia C.	Chase		F					X		X	X	X	X	X	X		05:00 PM	10:00 PM	15	I'm really interested in becoming a Teacher (Bilingual). I'm already enrolled at Mission College. I enrolled Oct.1990. and I'm taking a child developement class right now.
ntura, Evelyn	Chase		F					X				X		X			07:00 PM	10:00 PM	5	
rado, Gloria	Coldwater	E	E														01:00 PM	06:00 PM	0	I have completed 105 units at Mission and am interested in any progam that may help me get the units needed.
eyes, Vilma J.	Coldwater		E			X					X	X	X	X	X	X	11:30 AM	10:00 PM	6	
issen, Kimberly	Darby	E	F	X				X									12:00 PM	10:00 PM	0	
eynoso, Maria G.	Dyer		F					X			X	X	X	X	X		12:00 PM	05:00 PM	30	
N	Dyer	E						X						X			01:00 PM	04:00 PM	3	
ogan, Vannessa	Erwin		E			X	X				X		X		X		04:00 PM	10:00 PM	0	I am a special ed aide and I need late afternoon early evening classes because I work all day. Try offering some summer courses also or weekends. Thanks
iveros, Gloria	Erwin		E														02:45 PM	06:00 PM	15	I know is past the date required but this form got to my hands just now. I have several units from Valley College already, and I need a few to go to CSUN. So, If I could get into a rush progam, it would be much better.
Djabourian, Mary	Erwin		E					X							X		06:00 PM	09:00 PM	3	I live in Burbank if there is any college in Burbank I prefere.
N	Fair		E																0	
antoyo, Laura	Fair		E						LAUC		X	X	X	X			05:00 PM	09:00 PM	16	
[illegible], Iran	Fair		E						LAVC		X	X	X	X			05:00 PM	09:00 PM	16	
ez, Gladys	Fair		E			X					X	X	X	X	X		05:00 PM	09:30 PM	22	
erdugo, Rosemary	Fenton		F					X		X	X	X	X	X	X	X	04:00 PM	10:00 PM	16	I have a 60 Units at Mission College + 10 that I am Taking in this semester.

BEST COPY AVAILABLE

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGEN	CSUNN	GLENN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Camacho. Gloria .	Fenton							X				X	X	X			03:00 PM	06:00 PM	6	Sorry I was on other track late about November 30.
Wilson, Phillip G.	Fernangeles		F					X	N/A		X	X	X	X	X		04:00 PM	10:00 PM	20	This app. is not clear what it is about but I hope its for "rapid study".
Dicochea, Erminia A.	Fernangeles		F						LAVC		X		X		X				3	
Baeza, Rosa I.	Fullbright		E			X	X	X									01:00 PM	03:00 PM	5	I would really appriaciat if we can have some classes over here at West Valley. Some of us may have a problem of transportation and may not be able to attend at Mission College.
** N																				
. .	Fulton	J	E																0	
**																				
Kang, Young I.	George K Porter		F					X			X						07:00 PM	10:00 PM	4	English is a second language to me Consider classes of Speaking English for me, please. I speak Korean.
Zepeda. Bertha .	Gledhill		F	X													04:00 PM		3	
Falla, Marcela .	Gledhill		F					X					X	X			06:00 PM		6	
Vergara. Oslar .				X										X			06:00 PM	10:00 PM	3	I havn't scheduled my school classes, therefore I don't know exactly what days I am able to attend the classes.
Labbee, Priscilla M.	Gledhill		F					X			X	X	X	X			04:00 PM	07:00 PM	3	Because I am a grandmother who is intialcaretaker for my three grandchildren (age 3-9), three has par. wk is all I can handle at this time.
Basurto, Sabrina .	Gledhill		F				X	X				X		X			11:30 PM	10:00 PM	18	Evening classes would be most helpful!
Serrano, Nancie .	Glenwood		E		X			X	LAV		X		X		X		02:00 PM		0	
Olivera, Ramon E.	Glenwood	E	E			X		X			X	X	X	X	X	X	06:00 PM	10:00 PM	30	
Schweit, Jack .	Glenwood	E									X	X			X		02:00 PM	08:00 PM	20	
Pichardo, Gloria .	Glenwood		E			X						X	X	X			06:00 PM	10:00 PM	9	
Bautista, Veronica .	Glenwood	E	E		X	X		X			X		X		X		02:00 PM	10:00 PM	0	
Gomez, Juana .	Glenwood		E								X						06:30 PM	09:30 PM	0	
Cardoso, Julie .	Haddon		F					X			X		X		X		07:00 PM		6	
** N																				
. .	Haddon		F																0	I'm not interested in teaching career right now. I going for AA and hope I get it.

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
**																				
Pazoff, Harleen J.	Hale	J	E	X							X	X	X	X			01:00 PM	04:00 PM	4	I have been an Ed Aide 3 for 12 years doing ESL.
Sanchez, Ruth N.	Harding	E	F			X					X	X	X	X			06:00 PM	10:00 PM	10	I have to transfer to CSUN this year. I will have two more yrs. to get my elementary school credentials. Is there a shorter method of accomplishing this? I also need lot's of financial help, any suggestions? Any scholarships for bilingual TA's?
** Y																				
Ruiz, Maria V.	Harding		F					X				X		X			01:00 PM	03:30 PM	4	
Levine, Susana .	Hardind St		F				X	X									12:00 PM	07:00 PM	4	
Sandoval, America .	Harding Street			X				X				X		X			12:00 PM	02:00 PM	4	I feel that the classes should only allow a limited amount of people, so that individual attention may be paid to students.
tez, Isidro .	Harding		F					X							X	X	02:00 PM	05:00 PM	3	
Jueles, Teresa .	Harding Street		F	X		X					X	X	X	X			06:30 PM	10:00 PM	6	I would like to meet with you and show you the classes I've already taken.
Jensen, Maria J.	Harding Street		F					X					X	X	X		04:30 PM	06:30 PM	6	
Facio, Graciela .	Hazeltine	E	E	X								X	X	X			07:00 PM	10:00 PM	10	I'm a teacher im my country Argentina I would like to have some credit for that and also I'm a TA for the last five years.
Morales, Armando A.	Hazeltine	E	E			X	X	X		X	X	X	X	X	X	X	06:00 PM	:	20	I am considering this career seriously and I now know this (teaching) is for me!!! So please let me know as soon as possible. Thanks a lot.
** N																				
. .	Holmes .	J	F																0	
** Y																				
Steffes, Nancy .	Holmes		F					X			X	X	X	X	X		04:20 PM	10:00 PM	5	
Wild, Melinda .	Holmes	J	F						x		X	X	X	X	X		02:00 PM	10:00 PM	10	
Quiros, Mirta .	Hubbard							X			X	X	X	X	X	X	07:00 PM	09:30 PM	10	
Ortiz, Eva M.	Kester Ave.		E			X		X			X	X	X	X			04:00 PM	09:00 PM	20	It's a great idea. Plaase, it will good if the classes start in the afternoons or at night. Thanks.
Smith, Anselma .	Kester		E					X				X	X	X			06:00 PM	10:00 PM	7	

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Lopez, Marisela .	Kester Ave.	E	E					X			X	X	X	X			04:00 PM		0	
Ibanez, Eliana .	Kester and Valuiro	E	E			X					X	X	X	X	X		05:00 PM	09:30 PM	15	I have a Bachelor in Chemis I would like obtain my credential to teach Chemistry high school I need take course education.
Magana, Rosalinda .	Langdon		F					X			X	X	X	X	X	X	04:00 PM		20	
Cardenas, Rosie .	Langdon		F					X			X	X	X	X		X	06:00 PM		9	
Marino, Vincent .	Lawrence	J		X						X	X	X	X	X	X	X	11:00 AM	02:30 PM	15	
Garcia, Miriam .	Liggett		F					X									06:00 PM	09:00 PM	3	
Gonzalez, Martha A.	Limerick		F	X								X				X	12:00 PM	02:00 PM	2	It's an excellent and smart idea, T.A.'s need, well I a little bit of counseling on becoming a teacher, because advisors at CSUN are not all that available for questions.
Caillaux, Gertrud .	Limerick Ave.		F	X								X	X		X		01:00 PM	05:00 PM	8	I'll hope it becomes a reality.
Archila, Evelyn .	Limerick						X										01:00 PM		15	About question #5 I would consider going to Mission College if program not available at Pierce. Thank You.
Jones, Michele .	Limerick Avenue		F								X		X		X		02:00 PM	03:30 PM	6	Will the classes have a fee? Will the classes be strictly discussing teaching methods or ideas? I would love to receive more information about this program.
Scott, Merita A.	Maclay	J	F					X			X	X	X	X	X	X	04:00 PM	10:00 PM	0	
** N																				
, .	Madison	J	E																0	I am already a college graduate. I enjoy working with students without being a full time teacher.
** Y																				
Torres, Luz Maria .	Montague .		F					X						X			05:00 PM	09:00 PM	8	
Villalobos, Ascicela .	Montague		F					X			X	X	X				05:00 PM		8	
** N																				
, .	Mt. Gleason Middle	J																	0	
. .	Mt. Gleason	J	F																0	I have already taken all the classes Mission College has to offer.
* .																				
Castro, Alba .	Napa St.		F					X		X	X	X	X	X	X	X	07:00 PM		9	

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEL	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Tribble, Cory .	Napa		F																0	I am already in the credential program at CSUN.
Duran, Maria .	Napa		F					X			X	X	X	X	X		04:00 PM	08:00 PM	0	
hankhanian, Farideh .	Nestle Avenue		E	X							X	X	X	X					6	I have B.A. (140 units) of Public and Business Administration and 15 units of Child Development.
Miceli, Diane .	Nevada Ave.		F				X					X		X			04:00 PM	08:00 PM	10	Could you please explain more about this program? I would like more information. Thank you Diane Miceli
Cordova, Ana .	Nevada Ave.								Pears College			X	X		X		03:00 PM	07:00 PM	15	
cFarland, Mary .	Noble	E	F					X					X	X					4	
Osorio, Marie A.	Noble Avenue	E	F			X		X			X	X	X	X			04:00 PM	08:00 PM	8	I would like to know how long this career would take.
N																				
. .	Noble	E	F																0	I like my job very much but I don't want to be a teacher.
	Noble Ave.	E	E																0	You have a number of older reliable people that are working as Teacher Assistents that you can depend on, that have no desires to become teachers. Please show them some consideration in this area.
.	Noble Ave.	E	F																0	I have been a district employee for 14 years and feel I have contributed to the education of many children. I have no interest in becoming a teacher but will continue as a support person as long as I can. I enjoy my work with the children very much. I
.	Noble Ave.	E	F																0	I have been working as a Ed Aide, T.A., Instructional Aide for 12 years. I enjoy my work but do not desire to become a teacher. I take classes as are needed for the T.A. position.
Y																				
lanco, Marelino .	Northridge	J	F	X							X			X			04:00 PM	10:00 PM	6	
G s. Scott M.	Northridge	J	F	X							X	X	X	X			03:00 PM		6	
ceres, Angela .	O'Melveny	E	F					X								X	08:00 AM	10:00 AM	3	
nteria, Socorro .	O'Melveny	E	E					X			X		X	X	X		01:00 PM	07:00 PM	15	

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGEN	CSUN	GLEN	VALLEY	PIERCE	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Rivera, Debora .	O'Melveny	E	F					X		X	X	X	X	X	X	X	02:00 PM	07:00 PM	15	
Rodriguez, Anna M.	O'Melveny	E	F					X			X	X	X	X			12:00 PM	03:00 PM	12	I am currently attending Pier College with hopes of transfering to CSUN. Will the credits I have achieved at Pierce uo until now be transferred or will it be ignored?
Garcia, Ana .	Osceola		F					X				X	X	X			05:00 PM	09:00 PM	8	It will be very convienent for me to take the classes I need at Mission College.
Solorio, Imelda .	Osceola		F					X								X			6	
Escabedo, Haydee .	O.W. Holmes	J	F	X		X					X		X		X		06:00 PM	10:00 PM	6	
Saverio, Ms. Rizolania .	Parkman	J	E				X		UCLA Ext.					X					3	I need a location in Woodland Hills or Canoga Park because I live in Topanga and have 1 child at Parkman and 1 at Welby Way. I work at Parkman as an "Aid" and as PTSA President. I have a B.A. from UCLA, in Sociology.
jian, Nora .	Pinewood	E	F					X							X		05:00 PM	09:00 PM	6	
Gebro, Anna Marie .	Pinewood	E	F						close to Tujunga		X		X					09:00 PM	2	
Guzman, Luz E.	Pinewood	E	F																0	I'm in the Pace program & I'm taking Cooperative Work Education at Mission College. To quests. 2,3,&4. I can't answer them until I know what date & hours I'll have to attend the Pace program for next year. I'm interested in pursuinc a career in teaching.
Rosario, Ana del .	Pinewood Ave.	E	F		X			X	Montrose camp		X	X	X	X	X		01:30 PM	03:30 PM	10	If classes can be taken at night I will be able to attend every other day from 6:30 to 9:30 P.M. (Mon.,Wed.,& Fri.)
Pineda, Maria .	Pinewood	E	F				X	X				X	X	X					4	
St. Johns, Kathleen F.	Pinewood	E	F	X				X			X	X	X	X	X		01:00 PM	06:00 PM	12	I am three units away from an AA degree. I am very interested in this program. My address is 11193 Osborne St. L.U.T. 91342. Calif. Phone #(818) 897-4375
White, Tennie B.	Pinewood	E	F					X			X	X	X	X			04:30 PM	10:00 PM	5	
Sakmajian, Houry C.	Plainview		F		X						X		X		X		08:00 AM	12:00 PM	15	
Najarro, Ana B.	Plainview Ave.		F					X			X	X	X	X			05:00 PM	09:00 PM	12	I am an office manager and I don't see why this is only for T.A's or Ed. Aides. I am also interested.

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Lopez, Alma D.	Porter	J	F					X				X		X			04:00 PM	07:00 PM	5	It would really help if classes are not as big and individual counseling is available.
Villa, John Davidson .	Riverside Dr.	E	E									X	X	X	X				20	If possible could I attend Valley College. If not CSUN would be my second choice. Valley College is the closest school to my house. I live in the North Hollywood area. Thank You.
Brett, Sheri Ann .	Riverside Drive	E	E	X							X	X	X	X			04:00 PM	10:00 PM	6	I'd like more information, if possible.
Rodriguez, Sonia .	Riverside Dr.	E	E								X		X		X		06:00 PM	09:00 PM	9	I would like to attend to L.A. Valley College if it is possible, if not I can go to Mission College. Please let me know.
Aduth, Anna .	Riverside Drive	E	E	X													06:00 PM	09:00 PM	9	
Collins, Brinell .	Riverside Dr.	E	E						West LA & Southwest		X		X		X				9	
le, Delia M.	Riverside Drive	E	E			X					X		X	X			04:00 PM	06:00 PM	5	
Banuelas, Jose .	Robert Frost	J	F			X					X		X				04:00 PM	06:00 PM	6	I'm attending Valley college Monday -Thursday now but in the 1991 Spring I might enroll only three days and Thursday evenings I'll be able to attend this classes.
Carroll, Jeannine .	Roscoe	E	E					X				X		X			12:00 PM	04:00 PM	10	Please contact me as soon as possible. (H) (818)353-0640
Sambolin, Maria T.	Roscoe	E	E							X	X	X	X	X	X	X	01:00 PM	03:00 PM	5	I am currently enrolled in the Pace program at Mission College, I like being able to attend 1 night class and some Saturday classes. phone # (805)274-4231
Ramos, Ana M.	San Fernando	J	I					X			X	X			X		02:00 PM	04:00 PM	6	I have a B.A. in other country. I only need seilyicts. I already passed the C-BEST.
Ordez, Olga .	Sharp Ave. School	E	F		X			X			X	X	X	X			03:00 PM	09:30 PM	20	As soon as you have more information about the program. I would like to know about it. Thanks.
Avila, Sonia C.	Sharp Ave.	E	F	X				X			X	X	X	X			02:00 PM	08:00 PM	8	
Avila, Sonia .	Sharp	E	F	X				X			X	X	X	X			03:00 PM		5	
Quacquarini - Ortega, Rosalind	Sharp	E	F					X			X	X	X	X	X		03:00 PM	10:00 PM	10	I am interested in pursuing a career in teaching (Special Education preferred)
Flores, Maricela .	Sharp Ave.		F					X			X	X	X	X			03:00 PM	09:00 PM	20	Do you have to be a T.A. to be in this program? I have a sister that's interested in the program.

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ge No.  .  9
/19/91      .                                         SURVEY
                                                                                        MAX
  .                              T R C G V P M  OTHER                   START   END     CLASS
  STUDENT NAME        SCHOOL     Y E S L A I I                          TIME    TIME    TIME
                                 P G U E L E S                                          (HRS)       COMMENTS
                                 E N N N L R S         S M T W T F S

                                                         X   X   X    12:30 PM 10:00 PM   0 Can I please have more info.
eyman, Lory  .      Sherman Oaks E E X                                                       about these courses?!  Are they
                                                                                             for college credit within a
                                                                                             Bachelor's degree program or
                                                                                             credential program or just extra
                                                                                             curricular?
                                                          X X X X        06:00 PM 10:00 PM   2 I would like to find out all my
Santona. David A.    Sherman Oaks  E            N.                                             options possible with all the
                                                Hollywood                                      units I have.  I'd like to find
                                                area                                           out all the info.  for becoming
                                                                                               a bi-lingual teacher for L.A.
                                                                                               Unified.


                                                                                             6 Maybe, need to ask questions.
**                                                       X X X   X X X
 Hayes, Rosamond  .    Strathern       E     X

                                                                                             0 Since I am recently retired, I
** N                                                                                           am not interested.  But, what a
  .   .                Strathern                                                               wonderful opportunity for
                                                                                               someone who is interested, were
                                                                                               I younger, I certainly would
                                                                                               pursue the issue.


                                                                                             0 My career that I am seeking is
 ** Y                                           Cal State  X X X X       05:00 PM              Bilingual.  Teacher for
  Tellez, Jose B.        Sunland        E F     Dominguez                                      elementary school.
                                                                                            12
                                                           X X X X
   Salazar, Rafael  .    Sunland          F                X   X   X   04:00 PM 06:00 PM   5
   Freeman, Delicia  .   Sunny Brae         X              X   X   X   05:00 PM 07:00 PM   9
   Allen, Elyse  .       Superior Street  F X

                                                                                             0 Just because I don't wish to
  ** N                                                                                         pursue a career in teaching does
   .  .                  Superior St.     F                                                    not mean that I am not a
                                                                                               qualified teacher's aide.


                                                              X X X X X  04:20 PM            8
  ** Y                    John A. Sutter  J   X                  X X X   07:00 PM 10:00 PM   6
   Jeong, Kwang-Hyuk  .   John A. Sutter  J E          L.A.C.C.
   Whitesell, Scott  .    J. Sutter       J       X X        X X X X X X X 05:00 PM 09:00 PM  0
   Barraza, Mauricio  .   Sylmar          E F          Kalisher &  X X X X  04:00 PM 10:00 PM  15 A phone (public) is necessary in
   Mena, Esther  .                                     Alemany                                   the Huntington Building.
                                                             X X X X X X X 04:00 PM 08:00 PM  20 Thank you for this opportunity.
   Jose Luis, Contreras  .  Telfair       E F       X
   Gonzalez, Rosa M.        Telfair       E F       X          X X X X                         9
     . Maria M.             Telfair           X     X                    04:30 PM 10:00 PM    0 I was an elementary teacher in
                                                                                                El Salvador phone# 355-6011
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STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	SURVEY S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
Vallarta, Nancy Louise	Toluca Lake	E				X		X			X	X			X		01:00 PM	04:00 PM	9	Since I was in the 10th grade. I wanted to be a teacher becaus like children. Thank you for your help
** N																				
	Topeka Dr	F								X	X	X	X	X	X	X			2	I feel the necessity for more in-service for T.A.'s. I also feel a first aid and CPR cause would benefit all. Is there the possibility of vocational classes for a TA course.
	Topeka	F						X									03:00 PM	05:00 PM	4	CPR would be very valuable to all Aids!
	Topeka	F										X	X	X			02:30 PM	03:30 PM	2	We need more in-service classes to help us with children. Also ready would like to have a first-aid class, C.P.R. with earthquake awareness & etc. Each aide know CPR & etc.
Valenzuela, Rosa Maria	Valerio St.	E						X			X	X	X	X			03:00 PM	10:00 PM	20	
* N																				
	Valerio Street	E																	0	I would prefer not being required to take classes to work as a Teacher Assistant.
** Y																				
Bertran, Maria	Valerio St.	E				X						X		X			06:00 PM	09:00 PM	5	
Soto, Michael R.	Valley Alternative	E									X			X			07:00 PM	10:00 PM	6	Can the district help with classes beyond the first two years of the B.A.? I've completed 70 transferable units already at Pierce College.
Buitrago, Carmen R.	Valley View	E						X			X	X	X		X		12:00 PM	03:00 PM	0	
Sanchez, Saul	Valley View	E				X					X	X	X	X			03:00 PM		15	I would like to know if I can take the same classes at Valley. Mission is too far for me. I plan to transfer to CSUN as a Liberal Arts major other input that you can give me would be appriciated. Thank you.
Guerrero, Reina D.	Valley View	E						X	Van Nuys Area			X		X			04:00 PM	06:00 PM	3	Requesting classes be offered in Van Nuys Area or have a PACE program at L.A. Valley College or Van Nuys Area.

SURVEY

STUDENT NAME	SCHOOL	TYPE	REGN	CSUN	GLEN	VALL	PIER	MISS	OTHER	S	M	T	W	T	F	S	START TIME	END TIME	MAX CLASS TIME (HRS)	COMMENTS
evas, Lourdes .	Van Nuys	E	E			X		X			X	X	X	X	X		03:00 PM	06:00 PM	15	My home address 6206 Costello Ave., Van Nuys Ca. 91401, hor phone # (818)994-3787 work # (818)785-2195.
isterman, Beatrice .	Van Nuys	J	E	X				X			X		X		X	X	07:00 PM	10:00 PM	12	
lma, Soledad .	Victory Boulevard		E	X							X	X	X	X			05:00 PM		16	
mos, Lisbeth N.	Victory Boulevard		E			X				X	X	X	X	X	X	X			12	I would prefer L.A. Valley College because it's closer to my house.
hen, Margaret .	Victory Boulevard		E									X		X			12:00 PM	03:00 PM	20	
ra, J.C. .	Victory Boulevard		E			X		X			X	X	X	X	X		02:30 PM	07:00 PM	20	I'm a T.A. that works 6 1-2 hrs (7:00 to 2:00 p.m.) a day it's really hard to find classes a little earlier most of them (the ones a really need) usually start at 7:00 pm
apman, Marilyn .	Vintage		F					X	local H.S.		X	X	X	X		X	01:00 PM	07:00 PM	4	
rnas, Julene .	Vintage		F					X	Kennedy H.S.		X	X	X	X		X	03:00 PM	07:00 PM	6	
N																				
.	Vintage School		F																0	
.	Vintage		F																0	
.	Vintage		F																0	
.	Wilbur Avenue	E																	0	
Y																				
na, Mr. Miguel .	Wilbur Avenue		E	X												X	09:00 AM	02:00 PM	5	
spinoza, Martina .	Wilbur Avenue		E						Cal State Fullerton								06:00 PM	09:00 PM	3	I work 8 hours as an Ed aide III, so I need only one night a week. I need a list of classes that need to be taken. I have 13 ECE units at a junior college.
aratepeyan, Sirpuhi .	Winnetka	E	E			X	X			X	X	X	X	X	X	X			12	
o, Son .	Winetka Avenue	E	E	X				X			X	X	X	X	X		04:00 PM	10:00 PM	10	We have just recently informed of this - that is the reason for it's being late.
senmann, Maria T.	Winnetka	E	E	X			X				X	X	X	X			05:00 PM	09:00 PM	6	Request info on financial aid available
ryer, DeDe .	Woodland Hills	E	E			X					X	X	X	X			07:30 PM	10:30 PM	0	Will not be able to start classes in spring but would be interested in fall classes

RESULTS OF SURVEY #2

Education Survey

Survey #2
Education Survey

Please check only one answer to the following questions.

I. I plan to take the Spanish Reading course on:

________Wednesday - from 3p.m. to 6p.m.
________Saturday - from 9a.m. to 12noon

II. What is your main educational objective? (Please mark only one with an "x").

______Obtain a Teacher Aide Certificate without completing an Associate's Degree.
______Obtain a two year Associate's Degree without transfer (what course of study____________________).
______Obtain a Bachelor's Degree after completing an Associate's Degree.
______Obtain a Teaching Credential after completing a Bachelor's Degree.
______Obtain a Master's Degree and a Teaching Credential.
______Undecided on goal.

III. I plan to take the following number of courses per semester:

______ one course per semester (3 units)
______ two courses per semester (6 units)
______ three courses per semester (9 units)
______ four courses per semester (12 units)
______ five courses per semester (15 units)
______ more than five courses per semester
______ undecided

IV. Number of hours I am employed each week:

______I am not employed
______ 6 or less
______ 7 to 12
______ 13 to 20
______ 21 to 30
______ 31 to 40
______ 41 or more

V. What is your combined family income?

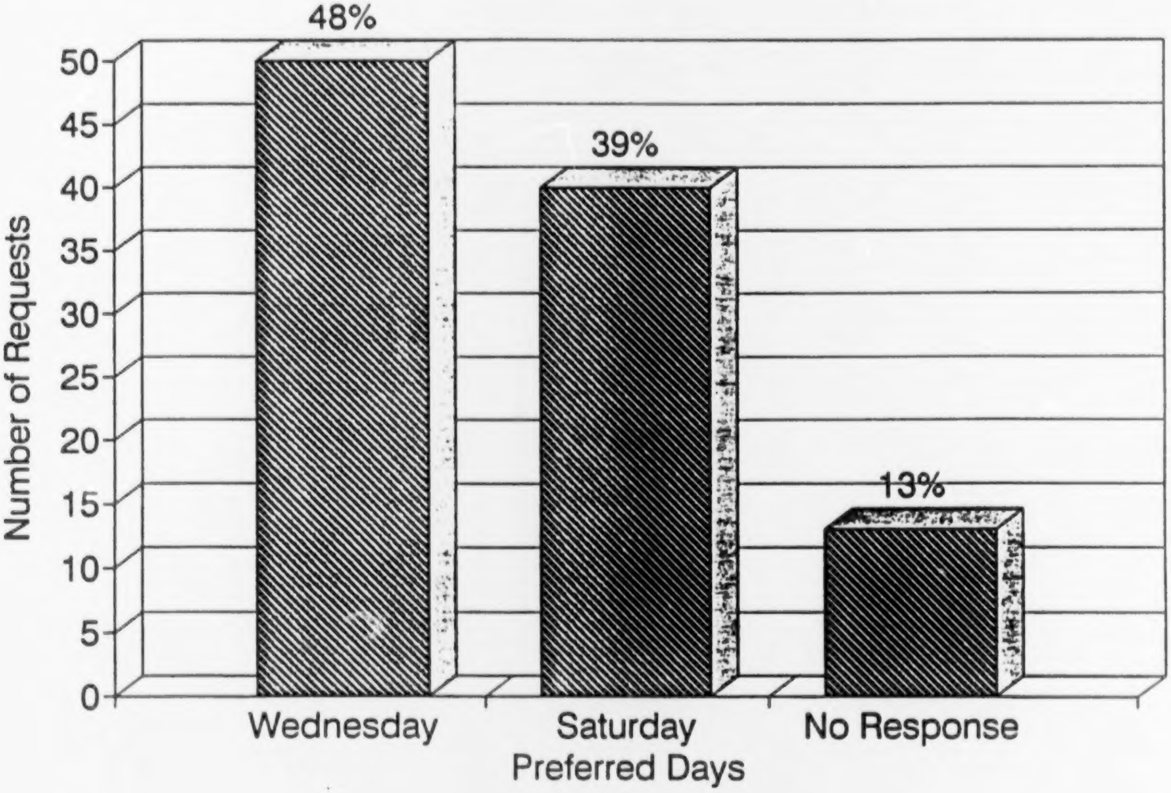
______Below 10,000
______10,000-20,000
______21,000-30,000
______31,000-40,000
______41,000-50,000
______51,000 or above

VI. Number of dependent children living at home?

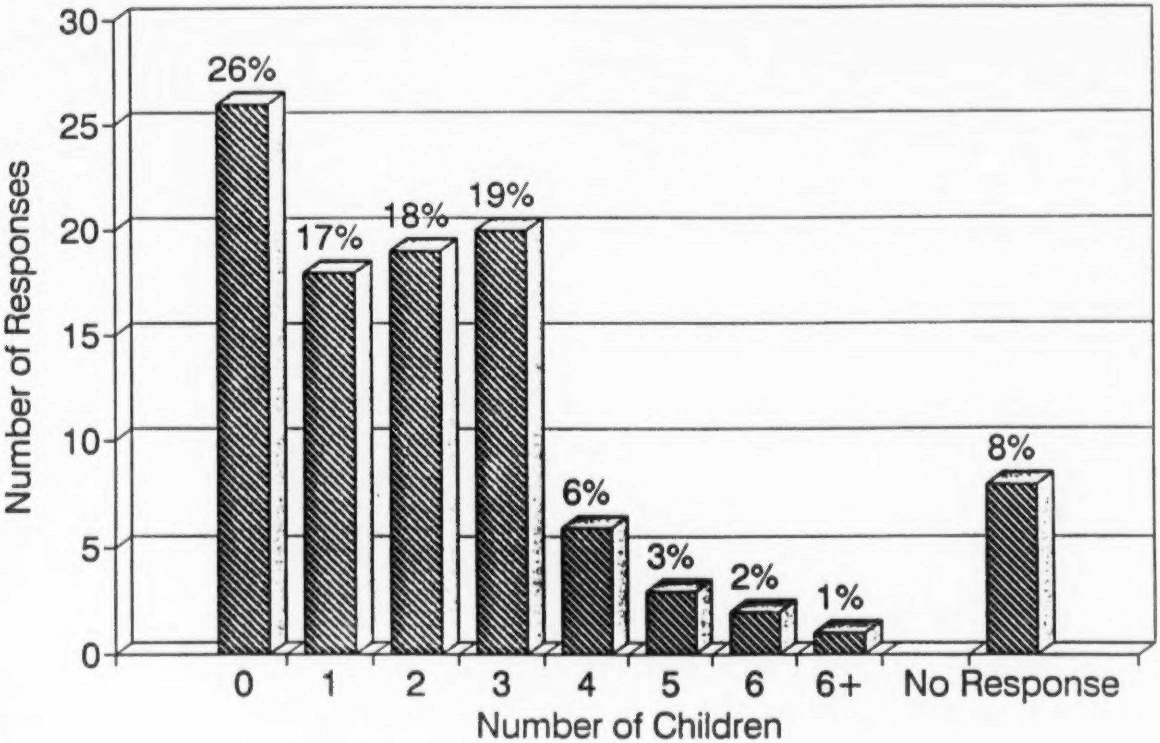
_____ zero
_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6

PREFERRED CLASS DAY

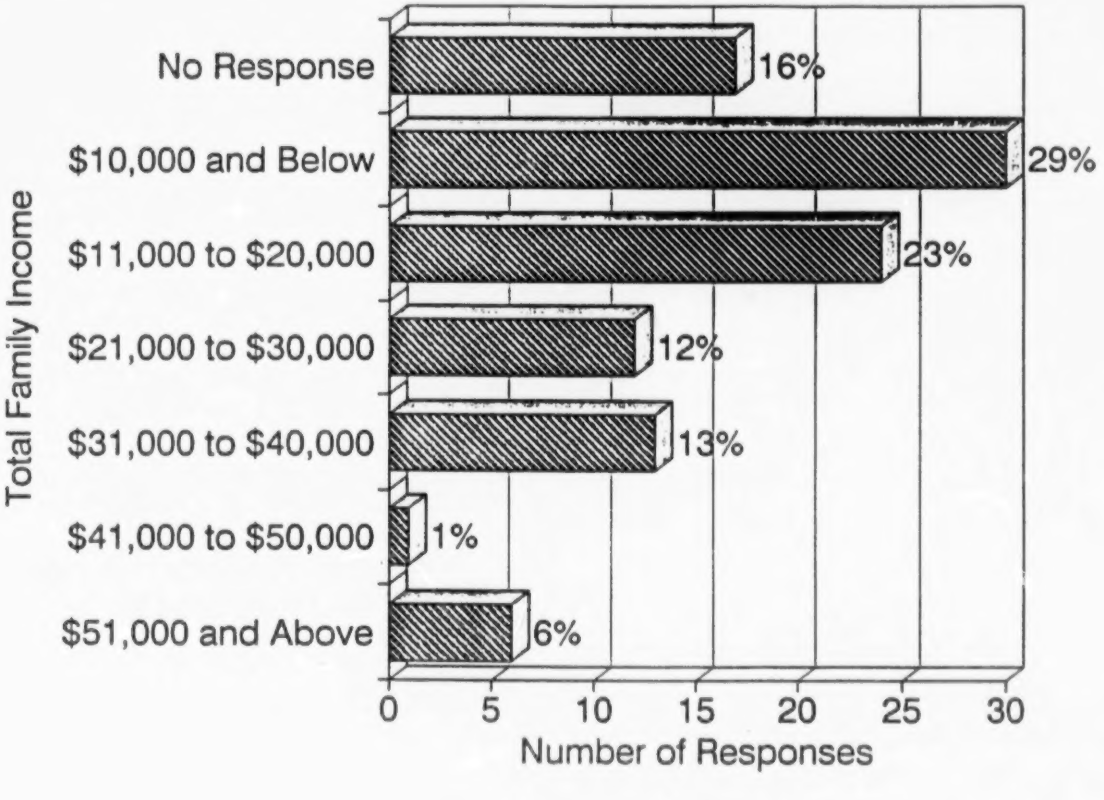
Future Teachers Institute (2-27-91)



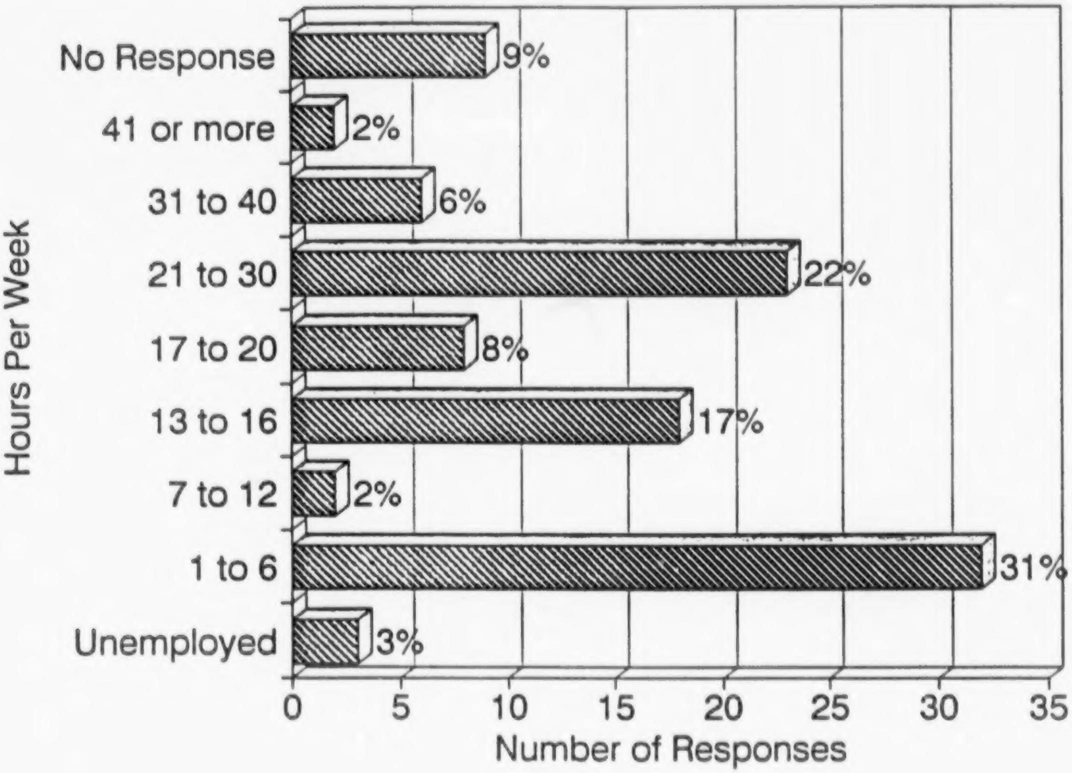
DEPENDENT CHILDREN
(Living at Home)



COMBINED FAMILY INCOME

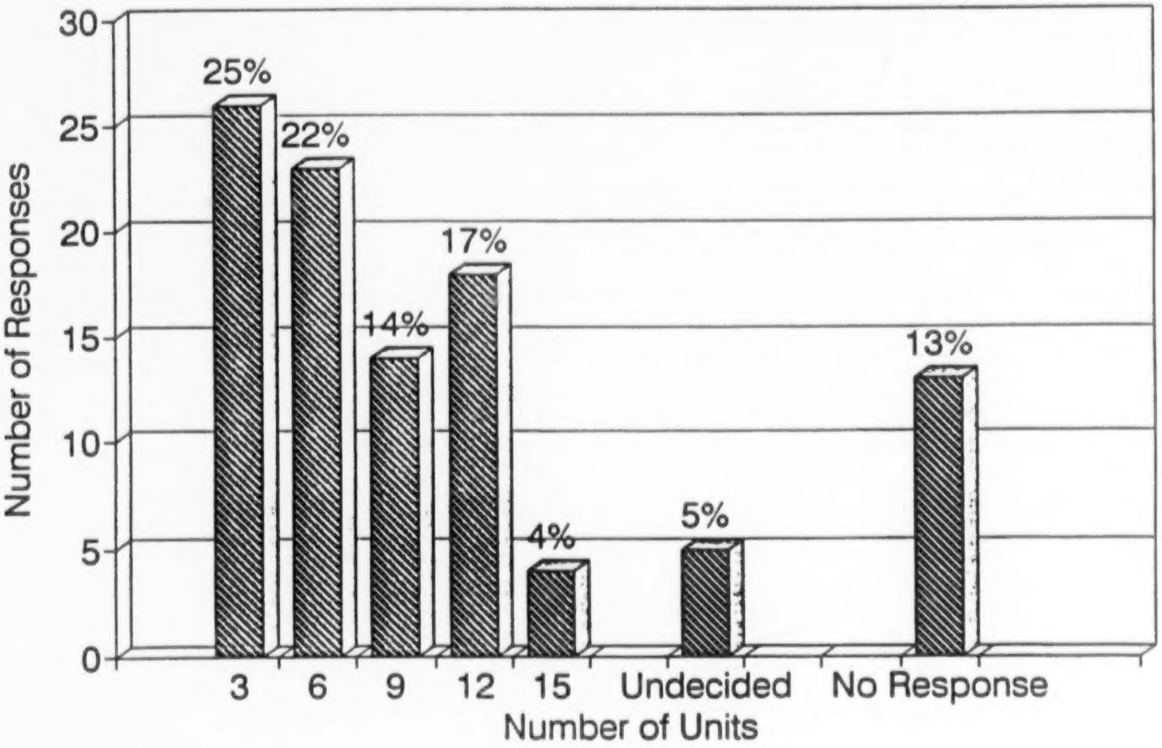


HOURS EMPLOYED



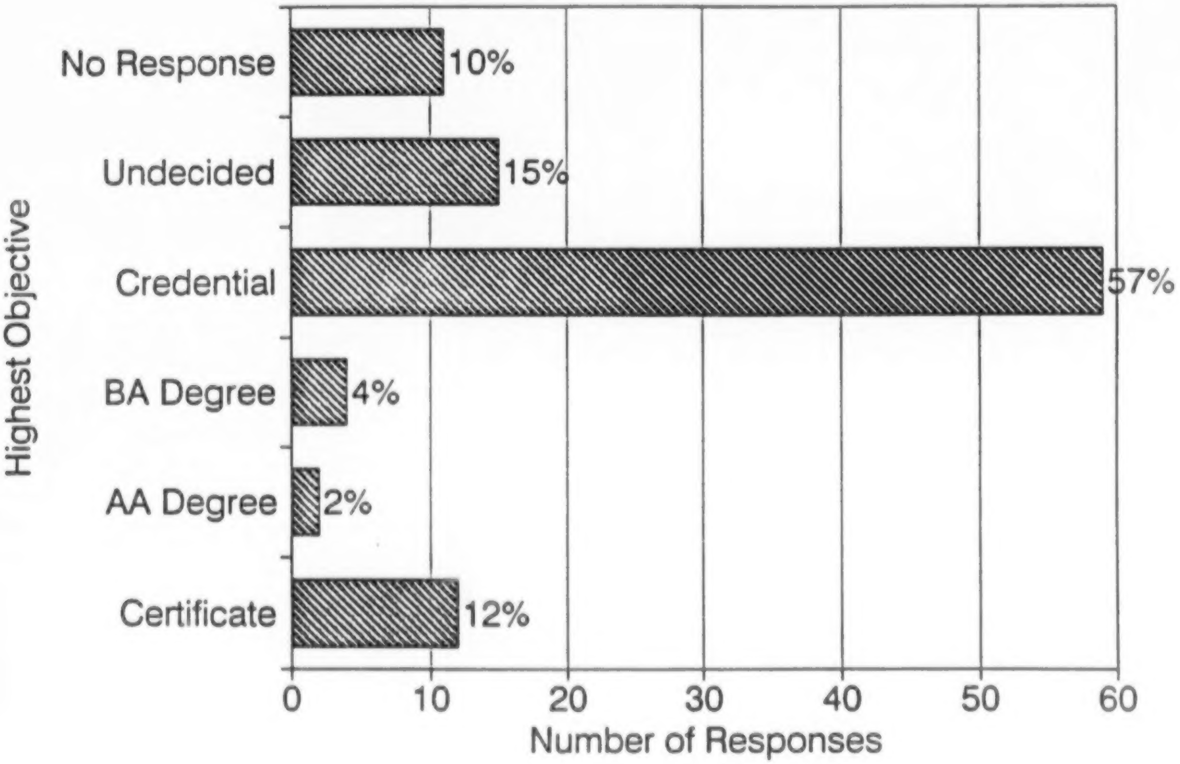
COURSES PER SEMESTER

(Total Number of Units)



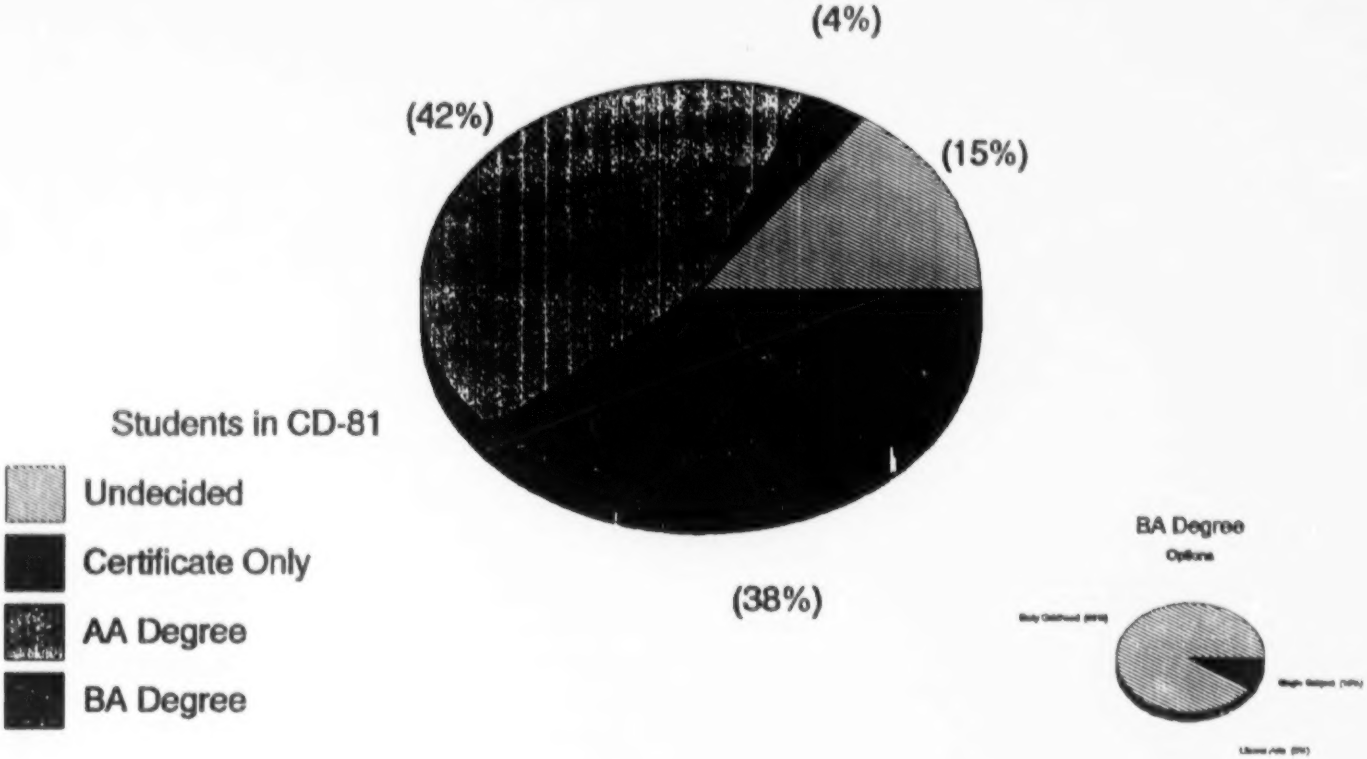
EDUCATIONAL OBJECTIVE

Teacher Assistant



EDUCATIONAL OBJECTIVES

Winter 1990-91



RESULTS OF SURVEY #3

Job Survey

SURVEY #3
Job Survey

April 23, 1991

I am currently employed as an aide in ______elementary
______junior high
______high school

What is the greatest number of students you are responsible for at any one time.

______ 1 to 3
______ 4 to 6
______ 7 to 10
______ 10 to 12
______ 13 to 15
______ 16 or over

Yes No

___ ___ 1. Do you have effective communication with your supervising teacher?

___ ___ 2. Do you have a scheduled time for communication with your supervising teacher?

___ ___ 3. Do you feel you have adequate time daily to discuss your concerns with your supervising teacher?

If you were the teacher would you do anything differently to promote effective communication between you and your aide?

____
____
____

___ ___ 4. Does your supervising teacher have a lesson ready for you to follow each day? _____written lesson plan _____ oral lesson plan

___ ___ 5. Do you ever create lessons to use with your students?

___ ___ 6. Are you responsible for developing materials for your students use?

___ ___ 7. Are you familiar with your job description as specified by the school district?

___ ___ 8. Do you know what your overall responsibilities are in the classroom?

___ ___ 9. Do you know what your overall responsibilities are to the students?

___ ___ 10. Are the techniques you are currently using in your classroom similar to the techniques being taught in the class, "Spanish Reading through the Language Arts"?

___ ___ 11. Is your work area suitable to implement the techniques that you are learning in the class, "Spanish Reading through the Language Arts"?

___ ___ 12. Will your supervising teacher allow you to use the techniques you are learning in this class, "Spanish Reading through the Language Arts," with your students?

___ ___ 13. Do you feel there is a need for a sequential program for teaching decoding skills to your students in addition to the literature based program?

___ ___ 14. Are there any techniques from this class that you will not be able to implement in your classroom?

Describe and list the reasons why these techniques can not be used.

____

____

____

___ ___ 15. Do you feel the materials you are currently using to teach your students are effective?

___ ___ 16. Do you feel the techniques you are currently using with your students are effective?

___ ___ 17. Are you expected to handle the disciple of your students?

___ ___ 18. Do you feel you had adequate training about disciple techniques?

___ ___ 19. Are you ever asked by your supervising teacher to interpret at a parent conference?

___ ___ 20. Are you ever asked to conference with a parent without the teacher present?

___ ___ 21. Are you ever in a position where the parents ask you for your opinion regarding their child?

___ ___ 22. Would an inservice in communication techniques with students be helpful in your job?

___ ___ 23. Would communication techniques with parents be helpful in your job?

___ ___ 24. Would communication techniques with teachers be helpful in your job?

___ ___ 25. Would a class in family relationships be helpful in your job?

___ ___ 26. Do your students use a computer during the school day?

___ ___ 27. Do you ever supervise your students using computers?

___ ___ 28. Do you feel comfortable supervising students using computers?

___ ___ 29. Would you like an inservice on educational computing?

___ ___ 30. Do you belong to a paraprofessional organization?

___ ___ 31. Would you like to become a teacher?

Briefly describe what your job requirements are?

____
____
____

What is the most satisfying part of your job as an aide?

____
____
____

What is the most frustrating part of you job as an aide?

____
____
____

What would you do differently if your were the teacher and you had an aide?

____
____
____

What is the primary value to you of the class, "Spanish Reading through the Language Arts"?

____
____
____

What are your expectations of the Future Teachers Institute?

____

____

____

Check the skills in which you feel you need additional training.

_____ Speaking to groups
_____ Written communication
_____ Oral communication with students
_____ Oral communication with parents
_____ Techniques in instructing students in math or reading

How much time do you spend communicating with your supervising teacher about the students you are assigned?

_____ no time
_____ 1 to 10 minutes weekly
_____ 11 to 20 minutes weekly
_____ 21 to 30 minutes weekly
_____ 31 to 40 minutes weekly
_____ 41 to 50 minutes weekly
_____ 51 to 60 minutes weekly
_____ more than 60 minutes weekly

Please use the remainder of the paper to make any additional comments.

RESULTS OF SURVEY #3

JOB SURVEY

This survey was given to teacher assistants in the three cohort groups of the **Future Teachers Institute** to gather data regarding teacher/teacher assistant planning and communication. The first column corresponds to the question number, the second column reflects the number of participants that answered "yes" to the question, the third column is the percentage of "yes" responses, the fourth column reflects the number of "no" responses, the fifth column is the percentage of "no" responses, the sixth column reflects the number of participants who did not answer the question, the seventh column is the percentage of participants who did not answer the question.

QUESTION #	RESPONSE AND PERCENT OF TOTAL RESPONSE					
Question #	Yes	%	No	%	No Response	%
Question #1	44	85%	3	5%	5	10%
Question #2	29	56%	23	44%	0	0%
Question #3	35	67%	16	31%	1	2%
Question #4	23	44%	22	42%	7	14%
Question #5	43	82%	4	8%	5	10%
Question #6	46	88%	6	12%	0	0%
Question #7	44	85%	8	15%	0	0%
Question #8	46	88%	6	12%	0	0%
Question #9	48	92%	3	6%	1	2%
Question #10	32	61%	10	19%	10	20%
Question #11	41	79%	11	21%	0	0%
Question #12	49	94%	3	6%	0	0%
Question #13	47	90%	3	6%	2	4%
Question #14	17	33%	35	67%	0	0%
Question #15	42	81%	10	19%	0	0%

Question #	Yes	%	No	%	No Response	%
Question #16	45	86%	6	12%	1	2%
Question #17	39	75%	7	13%	6	12%
Question #18	38	73%	12	23%	2	4%
Question #19	44	85%	8	15%	0	0%
Question #20	25	48%	27	52%	0	0%
Question #21	43	82%	8	16%	1	2%
Question #22	43	82%	4	8%	5	10%
Question #23	50	96%	2	4%	0	0%
Question #24	51	98%	1	2%	0	0%
Question #25	43	82%	4	8%	5	10%
Question #26	24	46%	27	52%	1	2%
Question #27						
Question #28	28	53%	18	35%	6	12%
Question #29	47	90%	4	8%	1	2%
Question #30	21	40%	27	52%	4	8%
Question #31	48	92%	2	4%	2	4%

The following are results of the questions that were not numbered.

* Most teacher assistants (83%) were employed at an elementary school, 2% were employed at a junior high school, 0% in the program were employed at a high school and 15% did not respond to the question.

* The following are statistics about the number of students the teacher assistants are responsible for:
  4% of the teacher assistants surveyed are responsible for from 1 to 3 students
  10% are responsible for 4 to 6 students
  29% are responsible for 7 to 10 students
  13% are responsible for 10 to 12 students
  10% are responsible for 13 to 15 students
  27% are responsible for 16 or more students

* The amount of time teacher assistants spend communicating with their supervising teacher is as follows:
19% have no time to communicate with their supervising teacher
11% have between 1 to 10 minutes weekly
11% have between 11 to 20 minutes weekly
8% have between 21 to 30 minutes weekly
6% have between 31 to 40 minutes weekly
2% have between 41 to 50 minutes weekly
6% have between 51 to 60 minutes weekly
18% have more than 60 minutes weekly
19% gave no response to this question

RESULTS OF SURVEY #4

Evaluation Survey

Survey #4
Evaluations
From
Teacher Assistants

Yes No

___ ___ 1. Did the orientation meeting of the Future Teachers Institute acquaint you with the purpose of this program?

___ ___ 2. Was the enrollment process for the Future Teachers Institute easy?

___ ___ 3. Did the class, "Spanish Reading Through Language Arts," or the class, "Field Work and Child Development" (CD-81), give you information which made your job as a Teacher Assistant easier?

___ ___ 4. Did you feel that the teacher was supportive and enthusiastic?

___ ___ 5. Were the other personnel of the Future Teachers Institute helpful when you needed information?

___ ___ 6. Have you had an opportunity to have your questions answered about the Future Teachers Institute Program?

___ ___ 7. If provided, would you make use of a one-to-one goal planning and educational counseling session?

___ ___ 8. Were there an adequate number of workshops offered by the Future Teachers Institute?

___ ___ 9. Did you attended any workshops?

___ ___ 10. Did the workshops give you any useful information?

___ ___ 11. Where you aware of the following support services offered to you through Los Angeles Mission College: Counselors, Child Care, Extended Opportunity Program and Services, (support services for students handicap by language, social, or economic disadvantages), Office of Program and Services for Students with Disabilities, Tutorial Services, Financial Aid, and Housing?

___ ___ 12. Did you use any of the above support services?

___ ___ 13. Will you attend a meeting or workshop next semester which will keep you in contact with the members of your current Future Teachers Institute class? Members of this class will be your "cohort" group so that you will have a support team of students that started the Future Teachers Institute at the same time.

___ ___ 14. Will you continue in the Future Teachers Institute Program next semester?

Please use the back of this form to make additional comments, evaluations or recommendations.

RESULTS OF SURVEY #4

EVALUATION SURVEY

This survey was given to teacher assistants in the three cohort groups of the **Future Teachers Institute** to gather evaluation data. The first column corresponds to the question number, the second column reflects the number of participants that answered "yes" to the question, the third column is the percentage of "yes" responses, the fourth column reflects the number of "no" responses, the fifth column is the percentage of "no" responses, the sixth column reflects the number of participants who did not answer the question, the seventh column is the percentage of participants that did not answer the question.

QUESTION #	RESPONSE AND PERCENT OF TOTAL RESPONSE					
	Yes	%	No	%	No Response	%
Question #1	64	96%	1	2%	1	2%
Question #2	56	85%	2	3%	8	12%
Question #3	62	94%	0	0%	4	6%
Question #4	66	100%	0	0%	0	0%
Question #5	62	94%	2	3%	2	3%
Question #6	63	95%	2	3%	1	2%
Question #7	61	92%	2	3%	3	5%
Question #8	63	95%	2	3%	1	2%
Question #9	65	98%	1	2%	0	0%
Question #10	63	95%	2	3%	1	2%
Question #11	53	80%	11	17%	2	3%
Question #12	47	71%	11	17%	8	12%
Question #13	52	78%	1	2%	13	20%
Question #14	54	81%	1	2%	11	17%

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